DOCUMENT RESUME

ED 382 055 FL 800 956

TITLE	English as a Second Language Adult Literacy Instructional Materials Project. Final Report.
INSTITUTION	Free Library of Philadelphia, Pa.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	90
CONTRACT	R167A90100
NOTE	289p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Adult Literacy; Annotated Bibliographies; Curriculum Guides; Data Collection; Educational Researchers; *Educational Supply; *English (Second Language); *Information Sources; *Instructional Materials; *Literacy Education; Newsletters; Second Language Instruction
IDENTIFIERS	*Free Library of Philadelphia PA

ABSTRACT

This final report discusses the Reader Development Program (RDP) of the Free Library of Philadelphia's English as a Second Language (ESL) Adult Literacy Instructional Materials Project. Project goals were to identify and review ESL adult literacy instructional materials developed by ESL practitioners. These objectives were accomplished by several steps: (1) sending invitations to submit locally developed ESL materials for consideration to over 350 individuals, groups and institutions; (2) searching the Educational Resources Information Center (ERIC) database; (3) making contacts with AdvancE, Pennsylvania's Adult Education Clearinghouse; (4) examining summaries of Library Service and Construction Act (LSCA) Title VI projects; (5) sending press releases to newsletters targeted to reach literacy and ESL practitioners locally and across the United States; (6) reviewing all materials according to several criteria; (7) selecting 23 titles for inclusion in the ESL Idea Book; and (8) publishing the ESL Idea Book, an annotated listing of entries relating to language experience, reading, folk tales, coping skills, grammar, citizenship and additional instructor resources. Budget information, the impact of the project and project activities, and local public library projects are discussed briefly. Also included are the ESL idea book, ESL curriculum guide, ESL bibliography, RDP statistics for 1989-90, library materials expenditures of the LSCA project for 1989-90, and the "Read to Learn" Directory. (CK) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 055

Library Service and Construction Act
Final Performance Report
December 26, 1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara Hunter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Part I: General Information

1. Reader Development Program, OWA/YA
   The Free Library of Philadelphia
   Logan Square
   Philadelphia, PA 19103

2. Vickie Collins
   215 686-5346

3. Grant Number R167A00100

4. Grant award: $25,000
   Amount expended: $25,000

Part II: Narrative Report

The Reader Development Program of The Free Library of Philadelphia completed the English as a Second Language (ESL) Adult Literacy Instructional Materials Project on September 30, 1990. The purpose of the project was to identify and review ESL adult literacy instructional materials developed by ESL practitioners. The results of this project were compiled in an annotated bibliography called the ESL Idea Book (Attachment 1).

Accomplishments - Goals and Objectives

This project is the third in a three year plan to improve resources for the growing English as a Second Language population in Philadelphia. Two earlier publications, the ESL Curriculum Guide (Attachment 2) and the ESL Bibliography (Attachment 3), were also aimed at ESL tutors and teachers. Work on the two previous

FL800 956

BEST COPY AVAILABLE

projects revealed a need for non-commercial instructional literacy materials developed by ESL practitioners. As a result, the ESL Idea Book (Attachment 1) emphasizes these materials rather than the trade publications examined regularly by the RDP Book Review Committee.

A specialist with expertise in English as a Second Language curricula was hired to review the materials. This follows the pattern of past practice in projects of this type. The combined experience of the ESL specialist and the RDP librarians assured that the materials selected for the ESL Idea Book were of exceptional quality and usefulness to the literacy community.

The objectives of the program were accomplished by the action steps described in this final report.

A. To search the ERIC data base, other LSCA Title VI projects, ESL projects done with 306 and 310 (353) Adult Education Act funding, and other ESL programs on a local, regional, and national basis.

Action Steps

1. Invitations to submit locally-developed ESL materials for consideration were sent to over 350 individuals, groups, and institutions, including:

   - state ABE coordinators
   - state libraries
   - state and nationally funded educational clearinghouses
   - scores of local, state, and national literacy programs
   - outstanding ESL tutors and teachers
   - college and university ESL and literacy programs
   - numerous other sources discovered during the research and review process

2. Searches of the Educational Resources Information Center (ERIC) database generated 678 titles for possible review.

3. Contacts with AdvancE, Pennsylvania's Adult Education Clearinghouse, provided specific information about 306 and 310 (353) Adult Education Act projects in Pennsylvania in the last five years.

4. Examinations of summaries of LSCA Title VI projects did not reveal any curriculum development projects.

B. To identify, acquire, and review ESL adult literacy instructional materials developed by ESL practioners.

Action Steps

1. In order to broaden the identification process, the Library Researcher hired for this project sent press releases to a dozen or more newsletters targeted to reach literacy and ESL practitioners locally and across the United States.

2. All materials were reviewed according to the following criteria:

   - beginning to low intermediate ESL skills levels
   - ease of use by volunteers
   - relevance to an urban area
   - overall applicability to ESL populations speaking a diversity of languages
   - attractiveness and usefulness of the design, layout, and packaging

C. To adapt or adopt the best of these materials for inclusion in the Reader Development Program collection.

1. Approximately 150 items were reviewed in their entirety by the ESL specialist.

2. The Reader Development Program staff, in consultation with the ESL specialist, selected 23 of the titles recommended for inclusion in the ESL Idea Book: A Bibliography of Instructor-Developed Materials for Teaching English as a Second Language to Adults.

3. The items listed in the ESL Idea Book will be provided free to ESL tutors and teachers in Philadelphia.

D. To produce an annotated resource bibliography of these ESL literacy instructional materials.

1. The ESL Idea Book is an annotated listing that includes chapters on Language Experience, Reading, Folk Tales, Coping Skills, Grammar, Citizenship and Additional Instructor Resources. It also includes an ESL Skill Level Chart, a section for Other State and National ESL Resources, and information on ordering the books.

No major changes or revisions occurred in this LSCA Title VI project.

Budget

Unanticipated increases in the preparation and printing costs did cause some funds to be shifted from the library materials category. However, the overall intent and scope of the project remained unchanged. The RDP library materials budget, which is currently over $300,000, was used to augment the LSCA Title VI project budget for materials. The budget for this LSCA grant was:

	Projected	Actual
Staff	$15,300.00	$15,461.00
Library materials	$ 6,500.00	$ 5,160.23
Other PR, printing, and promotion	$ 3,200.00	$ 4,378.77
Total	$25,000.00	$25,000.00

Project Impact and Activities

During fiscal year 89-90 RDP served over 17,000 students; approximately 30% of those served were identified as English as a Second Language adults. Of the 240 organizations providing literacy services in Philadelphia, approximately 60 now provide ESL instructional programs. The materials identified and acquired in the course of producing this ESL Idea Book have broadened the scope of the Reader Development Program ESL collection. Although the publication of the ESL Idea Book will help ESL tutors and instructors in Philadelphia, the Reader Development Program answers numerous inquiries for its publications from libraries and literacy programs throughout the United States. The Reader Development Program is also

responsible for a twice-yearly column in Booklist, the American Library Association review periodical, which will disseminate the findings of this study. As a result, the federal grant funds used for this publication project will benefit ESL instructors and students far beyond the Philadelphia area.

Local Public Library Projects

Locally, the ESL Idea Book will be available free of charge to the agencies and organizations which are eligible to receive free instructional materials from the Reader Development Program. These groups are listed in the Read to Learn Directory (Attachment 6), published by the Mayor's Commission on Literacy.

Multiple copies of the materials listed in the ESL Idea Book were purchased using LSCA Title VI funds (Attachment 5). Additional copies were purchased using local and state funds from the Reader Development Program book budget. These will also be offered free to tutors and instructors through the Reader Development Program.

All branches of The Free Library of Philadelphia have mini-collections of literacy and ESL materials. These books may be borrowed by Free Library card holders. Local branches also serve as distribution sites for RDP materials; student-tutor pairs often use branch libraries as tutoring locations.

In this way, the resources of the Reader Development Program are accessible not only to 17,000 adult literacy students and 3,000 paid and volunteer tutors but also to the entire Philadelphia learning community.

Attachments

1. ESL Idea Book, 1990

2. ESL Curriculum Guide, 1988

3. ESL Bibliography, 1989

4. RDP Statistics for 89-90

5. Library materials expenditures/LSCA Title VI project

6. Read to Learn Directory

Attachment 1

ESL

• IDEA BOOK •

A BIBLIOGRAPHY OF
INSTRUCTOR-DEVELOPED MATERIALS
FOR TEACHING ENGLISH AS A
SECOND LANGUAGE TO ADULTS

• Martha A. Lane •

THE FREE LIBRARY OF PHILADELPHIA

FL 800956 attachment 1

Reade. Development Program
Office of Work with Adults and Young Adults
Free Library of Philadelphia
Logan Square
Philadelphia, Pa. 19103

ESL

• IDEA BOOK •

A BIBLIOGRAPHY OF
INSTRUCTOR-DEVELOPED MATERIALS
FOR TEACHING ENGLISH AS A
SECOND LANGUAGE TO ADULTS

• Martha A. Lane •

THE FREE LIBRARY OF PHILADELPHIA

Published October 1990

The Free Library of Philadelphia

For more information about English as a Second Language or Adult Basic Education materials contact:

Reader Development Program
The Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
(215) 686-5346

This bibliography of ESL materials was made possible through a Library Services and Construction Act Title VI grant from the United States Department of Education.

TABLE OF CONTENTS

ACKNOWLEDGMENTS iv

INTRODUCTION v

HOW TO USE THIS RESOURCE viii

LANGUAGE EXPERIENCE 1

READING 5

FOLK TALES 7

COPING SKILLS 9

GRAMMAR 13

CITIZENSHIP 15

ADDITIONAL INSTRUCTOR RESOURCES 19

ESL SKILL LEVEL CHART 22

OTHER STATE AND NATIONAL ESL RESOURCES 25

APPENDICES 29

- Procedures for Ordering and Using RDP Materials 29
- Addresses of Publishers and Distributors 31
- Branches of The Free Library of Philadelphia 34
- Publications Order Form 36
- Materials Recommendation Form 37

TITLE INDEX 38

ACKNOWLEDGMENTS

Like all bibliographies produced by The Free Library of Philadelphia, this one depended upon the wisdom, experience and help of many library staff persons, plus key outsiders. Heartfelt thanks to:

Melissa Buckingham, Head of Community Services, Office of Work with Adults and Young Adults, and management consultant for this project, for her many excellent suggestions, precise editing and constant encouragement.

Vickie Collins, Head of the Reader Development Program and project director, for her attention to detail and willingness to be involved in numerous planning conferences throughout the development of this project, and for her tireless enthusiasm.

Susan McDougall, project librarian, who mailed out questionnaires, made dozens of follow-up calls, tracked down all kinds of elusive documents, proofread the various drafts, and maintained her cheerful cooperativeness throughout.

Karen Batt, co-author of The Free Library's 1988 **ESL Curriculum Guide**, for her helpful information and counsel, particularly regarding ESL skill levels of materials.

Our very special thanks to the many people who completed the Library's questionnaire aimed at locating instructor-developed materials, who passed the questionnaire on to other colleagues, and who sent in their teaching materials. Thanks also to the many organizations who published the library's request for materials in their publications and on their electronic mail systems.

While the major funding for this project was provided by the U.S. Department of Education through the Library Services and Construction Act, funds to support the Reader Development Program are also received from The Free Library of Philadelphia, the Mayor's Commission on Literacy in Philadelphia, and the Pennsylvania Department of Education. Our thanks to all these funders—and to the individual taxpayers who make such local, state and federal funds possible.

INTRODUCTION

The Reader Development Program (RDP) of The Free Library of Philadelphia provides consumable instructional materials for adults in literacy and English as a Second Language (ESL) programs in Philadelphia. This is the third publication by RDP designed to meet the changing needs of the city's ESL population. In 1988, RDP published the **ESL Curriculum Guide**, which identified trends in ESL instruction and curricular needs of Philadelphia ESL programs. In 1989, RDP published its **ESL Bibliography**, which reviewed the offerings of commercial ESL publishers through October, 1988. Those ESL resources, like this one, were made possible by Library Services and Construction Act (LSCA) funds.

The emphasis of this bibliography is on non-commercial instructional literacy materials developed by ESL practitioners. Invitations to submit locally-developed ESL materials for consideration were sent to over 350 individuals, groups, and institutions, including:

- state ABE coordinators;
- state libraries;
- state and nationally funded educational clearinghouses;
- scores of local, state and national literacy programs;
- outstanding ESL tutors and teachers;
- college and university ESL and literacy programs; and
- numerous other sources that were suggested or discovered during the research and review process.

These groups and individuals were asked to share bibliographies, curriculum guides, lesson plans, activity ideas, locally published books and magazines or whatever else they had developed. More than 100 titles were thus received. Searches of The Educational Resources Information Center (ERIC) databases suggested another 678 titles, of which 35 were examined in their entirety.

All materials were reviewed according to the following criteria:

- beginning to low intermediate ESL skills level;
- ease of use by volunteers;
- relevance to an urban area;
- overall applicability to ESL populations speaking a

diversity of languages; and
- attractiveness and usefulness of design, layout and packaging.

The initial request for materials to be considered for inclusion in this bibliography was for ESL adult literacy instructional materials developed by ESL practitioners. We found that some of the promising non-commercial materials were developed through the team efforts of instructors and their ESL students. Accordingly, one entire section of the recommended materials, "Language Experience," features true stories of actual adult ESL students—stories that were first told or written by students, then edited with instructors' and other students' help. Another section, "Folk Tales," features students' retelling—in English—of their countries' folk tales.

A number of problems were encountered in attempting such a bibliography. It became obvious, for example, that "non-commercial" means different things to different people. For the purposes of this publication, "non-commercial" means material duplicated or printed for limited local use and/or by individuals. Usually such titles do not have an ISBN number (although they may have an ERIC reference number) and they may not have been formally field-tested. In contrast, commercially-developed ESL materials usually have been field-tested and professionally edited, printed in large quantities, aggressively sold by their publishers—and they do have ISBN numbers.

Original plans called for listing only non-commercial materials in this bibliography. However, it was later decided to include some commercial products that provide excellent models of particular types of materials or valuable reference information. Instructors or programs with access to desktop publishing hardware and software can profit from studying and imitating the layouts and styles of these professionally-prepared materials.

As with other RDP bibliographic projects, this list does not include materials requiring tapes or other non-print components. Other materials were rejected if they were in unmanageable formats. A number of titles were rejected because they contained too many typographical errors or were available only as difficult-to-read photocopies. A few excellent materials had to be excluded when it was determined that they are no for distribution outside of the state in which they were created.

It is anticipated that the variety and excellence of the materials chosen for this bibliography will inspire, challenge and encourage instructors

and students alike. The publication is called an "idea book" for that very reason—in hopes that everyone will gain new ideas with which to improve community ESL projects.

HOW TO USE THIS RESOURCE

This bibliography is divided into seven subject areas, each of which provides the following information:

- an introduction;
- annotated entries; and
- brief suggestions for developing such materials on one's own.

These seven sections can be used in any order, depending upon the instructors' and students' needs. Suppose, for example, that you want to have your students read personal experience stories written by other ESL students, as a springboard to either speaking or writing about their own experiences. You would turn to the section titled "Language Experience." Scan or carefully study the introductory paragraphs. Then read through the annotated entries to see which ones best suit your needs based on your current situation and familiarity with language experience techniques. If you live in Philadelphia, call 686-5346 to learn how to order materials. Others need to order directly from the publishers. Publishers' addresses are listed in an appendix.

All materials annotated in this publication are listed in The ESL Skill Level Chart on pages 22-23. The chart provides an overview of the materials by ESL skill level and subject category. Titles are listed in alphabetical order within each ESL subject category. All titles also are listed in the Title Index, which begins on page 38.

Users are cautioned that both readability levels (grade level of reading ability, based on the Gunning Fog Index) and the ESL skill levels are only approximations. There really are no accepted universal standards for measuring or defining ESL levels. The following general descriptions of ESL skill levels will be helpful as a guide to choosing materials for your students:

> Beginner Illiterate: cannot read or write in native language; not familiar with the Roman alphabet; may know only a few dozen spoken or written English words or phrases.
>
> Beginner: functionally literate in native language; may know some simple English sentences; is familiar with the Roman alphabet and Arabic numerals; can read some common English signs, words and phrases and low-level, controlled vocabulary texts.

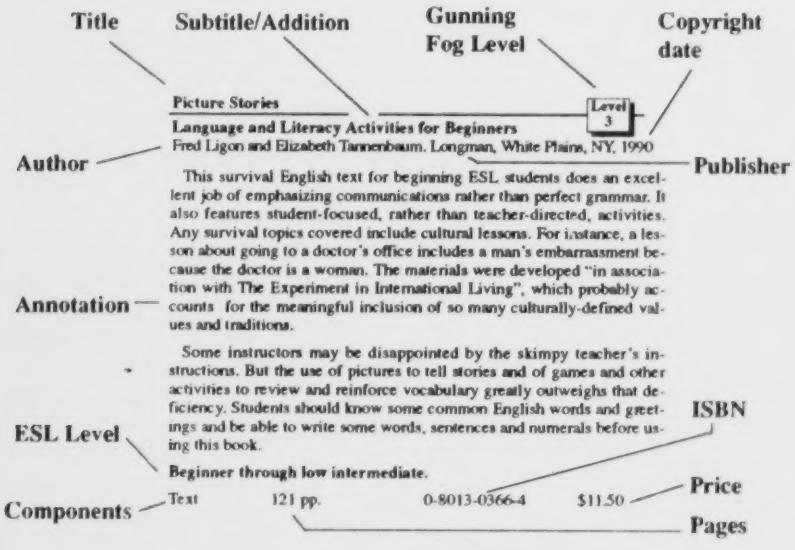
High Beginner: able to understand and initiate common English conversations and greetings; able to read simple English texts; has a beginning grasp of the English sound and grammar system; able to write short English paragraphs or notes unassisted.

Low Intermediate: has a good grasp of the English sound system and has basic English decoding skills; can read many English signs, billboards and posters, and some articles in the daily newspapers; able to do considerable writing in English, but needs to rely on a dictionary.

Intermediate: good English decoding and writing skills; able to carry on extended conversations in English, though grammar may be poor and misunderstandings may be quite common; able to read most English encountered in daily living experiences, although probably not with full comprehension.

"Instructor Resources" do not have a readability level. However, if they contain material for students, ESL skill levels will be suggested in the annotation.

Following is a sample entry, with the various fields labeled for your reference:


Title
Subtitle/Addition
Gunning Fog Level
Copyright date
Author
Publisher
Annotation
ESL Level
ISBN
Components
Price
Pages
Picture Stories
Language and Literacy Activities for Beginners
Level 3
Fred Ligon and Elizabeth Tannenbaum. Longman, White Plains, NY, 1990
This survival English text for beginning ESL students does an excellent job of emphasizing communications rather than perfect grammar. It also features student-focused, rather than teacher-directed, activities. Any survival topics covered include cultural lessons. For instance, a lesson about going to a doctor's office includes a man's embarrassment because the doctor is a woman. The materials were developed "in association with The Experiment in International Living", which probably accounts for the meaningful inclusion of so many culturally-defined values and traditions.
Some instructors may be disappointed by the skimpy teacher's instructions. But the use of pictures to tell stories and of games and other activities to review and reinforce vocabulary greatly outweighs that deficiency. Students should know some common English words and greetings and be able to write some words, sentences and numerals before using this book.
Beginner through low intermediate.
Text
121 pp.
0-8013-0366-4
$11.50

BEST COPY AVAILABLE

LANGUAGE EXPERIENCE

Language experience (also called the language experience approach, language experience stories or the language experience method) refers to a technique of combining students' vocabulary and life experiences with instructors' writing know-how to quickly provide meaningful, student-centered texts. Simply put, students talk (tell a story, describe a situation, dictate a letter, etc.) and the instructor writes down exactly what was said. The written product may then be used for further instruction, leisure reading or for other classroom or independent study purposes.

The instructor resources (IR) listed below contain excellent suggestions for using a language experience approach with ESL students. The other publications include personal-experience stories on a variety of levels and topics. Language experience stories are particularly powerful when richly illustrated, whether with art work or with photographs.

Language experience techniques can be used with equal effectiveness in one-to-one tutoring situations or in a class or small-group situation where everyone contributes to the writing of the story or letter or article. Most of the texts cited below are the work of individual students. Some stories, however, were based on class discussions that were recorded and transcribed. Then the speakers helped to edit the transcriptions.

Persons desiring additional information about using language experience techniques and materials with ESL students should refer to **Listening to Students' Voices: Educational Materials Written By and For LEP Adult Literacy Learners**, a digest published by the National Clearinghouse on Literacy Education (NCLE) for educators dealing wih persons having limited English proficiency (LEP). To obtain a free copy of this excellent two-page report, send a stamped, self-addressed envelope to: NCLE, 1118 22nd Street, NW, Washington, DC 20037.

English as a Second Language IR

Language Experience Approach: Instructional Guide and ESL Reader.
Harry Ringel and Jeanne H. Smith. The Nationalities Service Center, Philadelphia, PA, 1989.

The shon first section of this guide explains the purpose and use of the language experience approach with ESL students. Many teaching suggestions, for both group and one-to-one application, are included. The second section contains 30 student-produced stories ("My Job in Cambodia," "The Earthquake in Mexico" etc.). Each story is accompanied by a vocabulary list, follow-up exercises and suggestions for helping the reader to tell his or her story ("Please tell about your job in your country.").

The story selections are short and interesting. The exercises are of varying difficulty. The few, simple illustrations add meaning but are perhaps too small. A more open layout (for example having only the story and the illustration on a page) would make the product more inviting and less overwhelming. In all, though, this is an excellent instructor resource.

Beginner through intermediate.

Text 111 pp. No ISBN Free

Personal Stories 1 Level 3

Kamla Devi Koch, Linda Mrowicki and Arlene Ruttenberg. Linmore Publishing, Inc., Palatine, IL, 1986.

Selections in this beginning reading book are grouped around three themes: family, home and weekday activities. The stories are three paragraphs long, each illustrated with photographs. Student writing activities include circling correct answers and copying letters, words and sentences. The book assumes minimal English speaking skills and recognition of the alphabet, numbers and a few words. The format provides a good model for developing and presenting language experience stories for beginning English users.

The stories use carefully controlled vocabulary and similar or parallel sentence construction. The content is somewhat mundane but the excellent comprehension activities throughout offset the plodding plots. The black and white photos provide key information about each paragraph. Most are of good to excellent quality.

Beginner.

Text	78 pp.	0-916591-02-6	$5.95
Teacher's Book	42 pp.	0-916591-03-4	$4.50

We're All in This TOGETHER! **Level 3-7**

Azi Ellowitch, Karen Batt and Martha A. Lane. LaSalle Adult Learning Project, Urban Studies and Community Services Center of LaSalle University, Philadelphia, PA, 1985.

This is a "multi-cultural learning unit for ABE and ESOL students." It contains 3 photo-language experience stories, plus other language experience stories and articles about life in the inner city. It also contains stories or articles about life in other countries or areas, from which the student authors had to flee.

Each story or article is followed by several pages of excellent learning activities that reinforce both comprehension and decoding skills. The exercises range from simple to rather difficult and often require complex reasoning skills. The five pages of suggestions to instructors should be read by anyone considering using language experience techniques in ESL teaching.

Beginner through intermediate.

Text	32 pp.	No ISBN	$2 S&H

The Writer's Voice: Growing Up **IR**

Students, tutors and friends of East End Literacy. East End Literacy Press, Toronto, Ontario, CANADA, 1985.

It's called a "book," but it's more like a magazine, with its full-page format and rich variety of articles, graphs, puzzles, recipes and artwork. **The Writer's Voice** is published four times a year by a student writing group, assisted by volunteers and staff who "provide technical assistance and...encourage open and informed discussion." This issue, one of the first, includes both typed and handwritten entries.

Any ESL class interested in developing its own student writings would get many ideas from **The Writer's Voice**. The material has been very well edited and is presented in attractive format and a style that is easy to read and use. The major articles in this issue contain language experience stories about growing up, child abuse, and learning to read.

Beginner through intermediate.

Text	41 pp.	No ISBN	$3.50

READING

The following small readers have a number of characteristics in common. They are all fiction, all action-packed and all feature characters who are or were ESL students. All also deal with culture shock or other cross-cultural issues.

All of these novelettes are easy to read because they use clear typefaces, many illustrations and short lines of text. Such characteristics can and should be emulated in any instructor-produced materials.

Some students, often for cultural reasons or because of past painful experiences, prefer not to write language experience stories. Having them write short fiction about other persons they have known, or about persons like themselves, can accomplish many of the same things that language experience stories do. The following selections provide good models for such assignments.

ANNOTATED ENTRIES

Leping: Brand New Baby

Level 3-4

Patricia Costello and Marc Lecard. Alemany Press, Hayward, CA, 1990.

Leping accompanied her husband to the U.S. so that he could work for his doctorate in engineering. The life of a student's spouse can be very lonely, she finds. She knows she'd be happier if she had a baby. She's already 32 years old. But her husband thinks they can't afford a baby while he's still in graduate school.

The characters and storyline are believable and interesting. The authors have chosen to write in the present tense throughout, which becomes a bit tiring after a while. The story includes cultural clashes and misunderstandings, adding to the value of the novelette as an ESL reader. Black

and white chapter illustrations are realistic and help to summarize the story.

High beginner through low intermediate.

Text	52 pp.	0-13-292673-3	$3.95

Sabrina: This is our Home — Level 3

Patricia Costello and Marc Lecard. Alemany Press, Hayward, CA, 1990.

Sabrina is from the Philippines. Her neighbors in the decrepit apartment building are from many countries. They have one thing in common—disgust about the disrepair of their building. Too often there is no heat, or the elevator doesn't work, or the hall lights are out. When they start to have tenant meetings, they learn all kinds of lessons about problem solving in the U.S.

The style and design of this book are the same as for **Leping**.

High beginner through low intermediate.

Text	51 pp.	0-13-292657-1	$3.95

Toi's Story — Level 4

Sue Leap and the Literacy Council of Alaska Staff. Literacy Council of Alaska, Fairbanks, AK, 1986.

When Toi and her husband Frank land at the San Francisco airport, Toi realizes what a huge change she will face in this new country, where she has no friends and doesn't understand either the customs or the language.

Another very easy-to-read story about a new arrival's first impressions of the U.S. There are numerous and excellent illustrations, plus large type and well-spaced text. Delightful!

Beginner.

Text	15 pp.	No ISBN	$2.25

FOLK TALES

"Although language may be the medium, culture is the message," says linguist Robert C. Lafayette. It is therefore important for ESL classes to incorporate such cultural teaching objectives as valuing different peoples and societies and recognizing such major aesthetic monuments of the culture as architecture, literature and the arts.

Folk tales are a very important form of every culture. They also are universally popular with the educated and uneducated alike, as the following materials will quickly illustrate. Each resource suggests numerous interesting ways to take full advantage of students' well-known folk tales.

Simplified American folk tales would be a useful addition to the ESL curriculum, as would resources that compare similar tales across cultures.

ANNOTATED ENTRIES

Hmong Folk Tales — **Level 1-2**

Level 1

Charles Johnson, Series Editor. Linguistics Department, Macalester College, St. Paul, MN, 1981.

Exercises and Activities for Hmong Folk Tales — **IR**

Ava-Dale Johnson, International Institute of Minnesota, St. Paul, MN, 1988.

These inexpensive, wonderfully illustrated, pocket-sized booklets retell famous Hmong stories. Each page has an illustration and just a few lines of type. Eleven titles are included in Level 1, from which four were chosen for their usefulness and universality. These booklets are exceptionally useful because they give newly literate Hmong persons something to

read which is familiar to them. They are also worth their weight in gold for the insights they can provide to ESL instructors about the Hmong culture.

The accompanying **Exercises and Activities for Hmong Folk Tales** book contains suggestions for oral and written review of the eleven tales. Permission is granted to reproduce each worksheet for classroom use. Each worksheet gives the page on which students may find answers to the questions and exercises. Many of the worksheets also reproduce illustrations from **Tales**.

Brief notes about each of the eleven stories, plus a page of additional ways in which to use **Tales**, makes this a very useful teacher's aid.

The Beginning of the World: How We Got Grain and Meat
The Beginning of the World: The Sun and Moon
The First Farmer: Why Farmers Have to Carry Their Crops
The Flood: How Hmong Names Began

Beginner.

Text	30 - 36 pp.	No ISBN	$0.30 each
Exercises Book	42 pp.	No ISBN	$6.00

Folk Tales: A New Approach to ESL **IR**

Virginia Briscoe, Khang Pham, Setthy Som, Jean Henry, Doris Zook and dozens of ESL students from four school districts. Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA, 1984.

This anthology of folk tales has three sections of stories: beginning, intermediate, and advanced levels. Tales from Cambodia, Laos, China, Poland, Vietnam, India, France, Turkey, Colombia, Ireland and a number of other countries are included. Each tale is followed by short, targeted exercises that teach conversation and comprehension skills, vocabulary and writing.

The illustrations are interesting but too few in number. An appendix includes Hispanic and Cambodian sayings, plus answer keys to the exercises. In spite of a plain typed, unexciting layout, this is a wonderful instructor's resource book because it contains so many levels of reading and exercises.

Beginner through advanced.

Text	195 pp.	No ISBN	On loan from AdvancE

COPING SKILLS

The resources listed in this section could go by many names: survival English, everyday language skills or life skills. All of the resources are concerned with helping ESL students cope in daily, emergency, work, social and other situations. They all are integrated texts, emphasizing the four basic communications skills: listening, speaking, reading and writing. They also exemplify several trends in ESL teaching:

- an emphasis on understanding and being understood rather than on whole sentence construction;
- a shift in control of the learning process from the instructor to the student;
- an increased emphasis on cooperative learning, in pairs, teams or classes;
- a major focus on building a bridge between classroom and real world English by incorporating all kinds of community assignments into ESL lessons.

The books in this section address these issues. We need more resources like these!

ANNOTATED ENTRIES

Get Ready! Go! Home Free! Level 4

ESL Field Trips

Kathleen Santopietro. Delta Systems Co. Inc., Dundee, IL, 1988.

This text contains nine units about places found in nearly any urban neighborhood, such as a supermarket, a post office and a drugstore. For each unit, there is emphasis on conversation, working in pairs, listening, working with short texts, Total Physical Response activities (instructors give commands in English; students say nothing but act out the commands), practice interviews, a field trip to the place being studied, then

follcw-up writing chores (i.e. writing a thank-you note to a store manager).

The excellent, in-depth exercises require cooperation among students. They also require students to explore their neighborhoods in realistic, nonthreatening ways. The text assumes some familiarity with the Roman alphabet, plus some spoken English skills.

Beginner through intermediate.

Student's Book	190 pp.	0-937354-33-3	$11.95

I Want to Speak English — Level 0-2

Revised

Ava-Dale Johnson and Jean Hanshin. International Institute of Minnesota, St. Paul, MN, 1990.

This book is designed for new arrivals, particularly persons with little or no previous literacy skills. The first of the three sections focuses on listening and speaking skills. The 37 pages of excellent drawings illustrate individual objects, feelings and actions, as well as composite scenes.

The second section is an introduction to reading and writing. Lastly, a reference section lists signs, classroom directions and common vocabulary words. A numbers chart and an alphabet chart are also included. The book was first published in 1982.

I Want to Speak English is meant as a framework for lessons, but it is also an excellent first book for newcomers. All the vocabulary and tasks are practical. Students with no previous schooling will need more writing practice than is found in the book. While the illustrations feature Asian-featured persons, they should appeal to any students because of their excellent quality. The book was designed by professional ESL teachers and it shows — beautifully!

Beginner illiterate through beginner.

Text	84 pp.	No ISBN	$6.00

Picture Stories — Level 3

Language and Literacy Activities for Beginners

Fred Ligon and Elizabeth Tannenbaum. Longman, White Plains, NY, 1990.

This survival English text for beginning ESL students does an excellent job of emphasizing communications rather than perfect grammar. It also features student-focused, rather than teacher-directed, activities. Any

survival topics covered include cultural lessons. For instance, a lesson about going to a doctor's office includes a man's embarrassment because the doctor is a woman. The materials were developed "in association with The Experiment in International Living," which probably accounts for the meaningful inclusion of so many culturally-defined values and traditions.

Some instructors may be disappointed by the skimpy teachers' instructions. But the use of pictures to tell stories and of games and other activities to review and reinforce vocabulary greatly outweighs that deficiency. Students should know some common English words and greetings and be able to write some words, sentences and numerals before using this book.

Beginner through low intermediate.

Text	121 pp.	0-8013-0366-4	$11.50

Starting to Read — **Level 3**

Linda Mrowicki. Linmore Publishing, Inc., Palatine, IL, 1988.

This is a very practical basic text for beginning ESL students. It gives more than the usual practice in reading and writing personal information. Good quality photographs illustrate the eight lessons (About Me, My Family, etc.). The type face is especially appropriate for new readers. Each unit begins with two kinds of exercises ("Read and Do with Your Class" and "Read and Do by Yourself") that serve as a pre-test. There is also a brief written post-test for each unit.

The authors involved ESL students in the preparation and field-testing of the book — undoubtedly one reason for its good quality. Charts of the alphabet and the numerals would have been a helpful addition.

Beginner.

Student Book	84 pp.	0-916591-11-5	$5.50
Teachers Edition	30 pp.	0-916591-12-3	$4.50

Using English 1 — **Level 3-5**

Ellen Vaut. International Institute of Minnesota, St. Paul, MN, 1987.

Each of the 16 units contains the following sections: Warm Up (students look at a picture and guess the dialogue); Listen (students listen to the dialogue, then answer comprehension questions); Practice with a Partner

(students say and trade parts of the dialogue); Using Your English (activities to use with persons outside of class—the bridge to real life situations); Read and Understand (text and questions); Talk about a Problem (students share problems they've encountered); and Check Your English (a checklist of competencies, to help students and instructors measure progress). Correlated grammar exercises are located in the appendix.

The units are based on the Minnesota Department of Education's Employment Competency Checklist, but are applicable to any area. The activities are short and practical. The activities to be carried out in the community (i.e. go to a restaurant and order only in English) are specific. The main drawback to the text is that it is teacher-directed, rather than student-centered.

Beginner through low intermediate.

Text	150 pp.	No ISBN	$10.00

GRAMMAR

Grammar, many persons seem to feel, is one of those "necessary evils." While many titles we reviewed included grammatical elements, few contained new or exciting ideas for teaching them. The resources included below are happy exceptions. **GrammarGuide** and **Pronouns** both are examples of materials designed for ESL students to use as resources and in independent study. The **Handbook for Volunteer ESL Literacy Teachers**, annotated in the Additional Instructor Resources section, contains many fine examples of developing simple but solid grammar exercises. Also refer to **Inside English**, a title already included in the **Reader Development Bibliography**, for some truly excellent exercises. **Inside English** is particularly valuable as a tutor-training resource.

ANNOTATED ENTRIES

GrammarGuide: English Grammar in Context IR

Janet M. Bing. Prentice Hall Regents, Old Tappan, NJ, 1989.

GrammarGuide is intended to be used by beginning and intermediate ESL students as a reference for out-of-class, independent study. It is recommended here, as an instructor resource, because it is laden with simplified, easy-to-teach explanations of English grammar rules. It is also an excellent reference book for curriculum developers in search of universal examples and alternate ways of explaining English language structures.

Charts, tables and line drawings are used very effectively to explain difficult concepts. For example, the difference between verb tenses be-

comes clear through the use of a simple time line. Comparative sizes and prepositions of place and direction are explained by simple but clear graphics. The present, past, and past participle forms of common irregular verbs are charted on the inside covers for quick reference.

High beginner through intermediate.

Text	318 pp.	0-13-362310-6	$14.00

Pronouns: The "Who" Words of English IR

Rosanne Keller. Literacy Council of Alaska, Fairbanks, AK, 1978.

This heavily illustrated, hand-lettered booklet explains in several ways the meanings of "who," "whom" and "whose" as well as the subject, object and indirect object pronouns.This is an excellent example of how to explain grammar to beginner illiterate and beginner ESL students. The text of the book consists solely of individual words (i.e., me) and short phrases (i.e., my ball). The clear, often humorous illustrations explain the meaning of the various pronouns better than most written explanations ever do.

Illiterate beginner through beginner.

Text	32 pp.	No ISBN	$2.00

CITIZENSHIP

The U.S. Immigration Reform and Control Act of 1986, which paved the way for the Amnesty program, also prompted the publishing and republishing of many citizenship-related materials. Too often, however, these tended to be school texts rewritten for adult ESL audiences. As a result, many programs were forced to write their own materials.

The first resource described below is an outstanding example of citizenship-related material developed by instructors. While there is certainly nothing fancy about its layout, the content is first-rate. This should prove a good model for any subject-specific materials you may need to develop.

Here to Stay in the USA shows how much more powerful good content can be when sharp photographs and clear graphs and drawings are carefully chosen and reproduced. It also contains excellent examples of "learning by doing" activities.

The U.S. Government has a series of required citizenship texts, but they are too difficult for beginning ESL students. They definitely should be used as a basis for any citizenship materials developed, however, because they are "used in the testing requirement under section 312 for naturalization purposes." The texts come in two levels: I (6th grade level) and II (10th grade level). Copies can be obtained from the U.S. Government Bookstore, 100 N. 17th Street, Philadelphia, PA 19103 or from the Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

The series includes:

U.S. Government Structure - Level I	$3.25
U.S. Government Structure - Level II	$3.00
U.S. History - Level I	$6.50
U.S. History - Level II	$5.50

The Center for Applied Linguistics has rewritten the federal texts into

three interactive, intermediate texts. This was done under contract to the Immigration and Naturalization Service and these easier to read texts are also available from U.S. Government Bookstores or the Superintendent of Documents.

This series includes:

Of the People...	027-002-00381-1	$13.00
By the People...	027-002-00380-2	$10.00
For the People...	027-002-00374-9	$ 5.50

ANNOTATED ENTRIES

A Guide to Teaching ESL in Amnesty Preparation Classes: Overview **IR**

Fiona Armstrong, Mary Alice O'Connor, Jane MacKillop et al. New York State Education Department, NY, NY, 1989.

The **Guide** provides curriculum outlines and resource packets on nearly a dozen subjects. The curriculum outlines include objectives adapted from the Immigration & Naturalization Service (INS) materials, California's CASAS IRCA Project and the New York State Education Department IRCA Curriculum. (CASAS stands for Comprehensive Adult Student Assessment System, while IRCA means Immigration Reform and Control Act.) A bibliography of civics and history texts includes sample pages of the various resources.

A brief, well written guide, this gives an excellent overview of types of lessons needed for beginning ESL students working towards citizenship. Emphasis is on civics and history content, not on the development of literacy or ESL skills. For example, the Columbus Day Resource Packet contains objectives (i.e. "Name the person who 'discovered' America and when."), a brief teacher's guide, good illustrations that tell the story of Columbus' travels, plus many ready-to-use worksheets and learning activities. Materials are labeled by levels of students—a real time-saver for the multi-level classroom instructor.

The packets are ready-to-go and easy-to-use, an instructor's dream. The carefully developed activities include mind-mapping, cloze exercises, cooperative learning tasks, word searches, quiz sheets and more. Copies are free upon written request to the New York State Department of Education's Bureau of Continuing Education Program Development.

Beginner through Intermediate.

Text	42 pp.	No ISBN	Free

The resource packets included in the series are:

Columbus Day	34 pp.
Coming to the USA	34 pp.
Constitution & Government	62 pp.
Election Day	45 pp.
Labor Day	16 pp.
Martin Luther King, Jr. Day	20 pp.
Presidents Day	25 pp.
Thanksgiving Day	52 pp.
Veterans Day	34 pp.

Here to Stay in the USA **Level 3**

Timothy Maciel, John Duffy, and Edna Diolata-MacArthur. Alemany Press, Hayward, CA, 1990.

This low-level, well-illustrated text is a competency-based ESL and citizenship text. It contains many small-group and team activities that teach coping skills and encourage students to express original thoughts in English. Each of the 11 units is introduced with four excellent photographs that preview unit vocabulary and content. Clear line drawings of situations, people and maps are found on every other page of the book. Several activities are based on Total Physical Response and language experience techniques. The "teacher's manual" is a four-page, loose insert. Its precise yet ample instructions are easy to use. The entire book provides an excellent model for developing other ESL curricula. And it's fun to use!

High beginner.

Text	133 pp.	0-880884-359-4	$5.35

ADDITIONAL INSTRUCTOR RESOURCES

Although the following titles have no subject matter in common, they all are good examples of instructor-developed materials. They range from ones published by large organizations (**Culturgrams**) to ones jotted down by thoughtful, skilled volunteer tutors (**An ESOL Notebook**). The last title (**Using Proverbs and Sayings in the ESL/EFL Classroom**) exemplifies the many good resources available through ERIC and other educational clearinghouses—resources that too often are neglected by nonprofit, community-based ESL programs—resources that often are as close as the library. (See the chapter titled "Other State and National ESL Resources" for more information about ERIC.)

It is hoped that this section will encourage you to consider your areas of special skill and knowledge, then take the time to put them into a sharable form, so that other instructors may learn from your experiences. We would all be the richer for such joint inquiry.

ANNOTATED ENTRIES

Culturgrams: The Nations Around Us IR

V. Lynn Tyler, General Editor. David M. Kennedy Center for International Studies, Brigham Young University, Provo, UT, distributed by Literacy Volunteers of America, Inc., 1988.

"Culturgrams" are synopses of such key national characteristics as customs, values, traditions, lifestyles, history, geography and a number of others. The materials are developed in collaboration with country experts and are updated every few years. Volume I covers North and South America and Western and Eastern Europe. Volume II describes the Middle East, Africa, Asia and the Pacific areas.

Every ESL program should have a set with which to provide orientation information to new tutors, for example. The materials are well organized into useful sections, including one on where to get additional information. Each Culturgram is labeled as to its last revision date.

Volume I	212 pp	0-912048-60-3	$15.00
Volume II	182 pp.	0-912048-58-1	$15.00

An ESOL Notebook **IR**

Sue Miller. Project: LEARN, Cleveland, OH, 1987.

The "notebook" actually is a compilation of columns written in the literacy program's newsletter. Subjects for which tutoring tips are provided include: dialog, vocabulary, structure (grammar), pronunciation and feelings.

This is a delightful tutor's aid that should be pulled out and read by instructors every six months or so. It should also be kept handy for teaching emergencies—when a new activity suddenly is needed, for example. The suggestions are sound and based on actual experiences of program students and tutors. The notebook is particularly well suited to tutors using Laubach Skill Books.

Text	50 pp.	No ISBN	$2.00

Handbook for Volunteer ESL Literacy Teachers **IR**

Kathy Kuy and Bob Thomas. International Institute of Boston, Boston, MA, 1985.

Persons new to ESL tutoring and persons wishing ideas for constructing practical, yet simple, reading and writing exercises will find this handbook very helpful. After giving an overview of major types of literacy methods and techniques, the handbook presents teaching ideas and lesson plans for 3 different levels of ESL students. Sections on teaching multi-level classes and on teacher self-evaluation are particularly helpful.

Beginner through low intermediate.

Text	123 pp.	No ISBN	$10.00

Using Proverbs and Sayings in the ESL/EFL Classroom IR

Mark Richard Putnam. ERIC Reproduction Services, Alexandria, VA, 1988.

The author provides background information about the use of sayings and proverbs to teach culture, oral communication, pronunciation and reading. A list of common proverbs, samples of ads and articles using proverbs and a reference list are also included.

Even though written as a Master's thesis, this is a very readable study of an area of cultural understanding too often neglected. While the examples given are aimed at students of intermediate or higher levels of English proficiency, they could be adapted for beginning ESL students. This is also a good study for instructors interested in self-development.

Text	92 pp.	ED 299 827	$10.76

ESL SKILL LEVEL CHART

	Beginner Illiterate	Beginner	High Beginner	Low Intermediate	Intermediate	Instructor Resource
LANGUAGE EXPERIENCE						
English as a Second Language Language Experience Approach						
Personal Stories 1						
We're All in This TOGETHER!						
The Writer's Voice						
READING						
Leping						
Sabrina						
Toi's Story						
FOLK TALES						
Exercises and Activities for Hmong Folk Tales						
Folk Tales: a New Approach to ESL						
Hmong Folk Tales Level 1						
COPING SKILLS						
Get Ready! Go! Home Free!						

ESL SKILL LEVEL CHART

	Beginner Illiterate	Beginner	High Beginner	Low Intermediate	Intermediate	Instructor Resource
I Want to Speak English	■	■				
Picture Stories		■	■	■		
Starting to Read		■				
Using English 1		■	■	■		
GRAMMAR						
GrammarGuide						■
Pronouns: the "Who" Words of English	■	■				
CITIZENSHIP						
A Guide to Teaching ESL in Amnesty Preparation Classes						■
Here to Stay in the USA			■			
ADDITIONAL INSTRUCTOR RESOURCES						
Culturgrams: The Nations Around Us						■
An ESOL Notebook Level 1						■
Handbook for Volunteer ESL Literacy Teachers						■
Using Proverbs and Sayings in the ESL/EFL Classroom						■

OTHER STATE AND NATIONAL RESOURCES

In the course of preparing this bibliography, a number of helpful state and national ESL information and resource centers were contacted. They provide free or inexpensive services and information to any ESL program or instructor. A brief description of such programs follows.

AdvancE is Pennsylvania's adult education clearinghouse. It provides information to administrators, teachers, counselors and volunteers about a variety of instructional materials. All services of AdvancE are free to Pennsylvania teachers and tutors.

AdvancE staff will search ERIC (see below) and other online computer databases for various types of instructional information. Items from a 2,000-volume library collection of materials for teacher preparation and classroom use may be borrowed for one month from AdvancE. Reports and products from Pennsylvania's 310 and 353 grants also are available from AdvancE.

While AdvancE services are provided mostly by mail and telephone, it is possible to visit the center to examine materials and to discuss instruction-related questions. For more information, call the AdvancE toll-free number (800) 992-2283 or write:

AdvancE
PDE Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333.

Other state departments of education and state literacy offices may have similar resource libraries or resource centers.

ERIC (The Educational Resources Information Center) is an information network sponsored by the U.S. Department of Education. ERIC is the world's largest computerized database on education. Some 300,000 documents are kept on microfiche or on computer. Over 700 educational journals are indexed by ERIC. Users can access ERIC at many universities, colleges and public libraries, including the Free Library's Central Library.

There are more than a dozen adjunct ERIC databases, one of the most recent being the **National Clearinghouse on Literacy Education (NCLE)**, operated by the Center for Applied Linguistics. All ERIC databases specialize in referencing and disseminating "quality non-commercial, unpublished, or out-of-print materials that would otherwise be difficult for the practitioner or researcher to obtain." Each ERIC database has its particular area of concentration. NCLE, for example, concentrates on documents related to literacy education for Limited English Proficient (LEP) adults and out-of-school youth. A special NCLE focus is "the training of trainers of volunteer tutors and others who provide literacy services."

The ERIC databases seek items such as program descriptions, evaluations, curriculae and papers presented at conferences. A number of digests, bulletins and "Minibibs" are available free of charge. Most other documents are available for purchase in microfiche or paper copy format, as well as by online and CD-ROM computer access.

For a list of free materials or more information about NCLE, contact:

National Clearinghouse on Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
Telephone: (202) 429-9292
FAX: (202) 659-5641

To order any ERIC document that has an ERIC identification number (for example, ED 299 827), contact:

ERIC Document Reproduction Service (EDRS)
3900 Wheeler Avenue
Alexandria, VA 22304-6409
Telephone: (800) 227-3742

Another national information source is the **U.S. Department of Education's Clearinghouse on Adult Education**, which produces a number of publications, including the Bibliography of the **Clearinghouse on**

Adult Education Resources, which provides a list of free materials. ESL topics often are included. Contact:

Clearinghouse on Adult Education
Room 522, Reporters Building
400 Maryland Avenue, SW
Washington, DC 20202-5515
Telephone: (202) 732-2396

The **U.S. Department of Education's Division of Adult Education and Literacy** also puts out ESL NOTES, a monthly newsletter of interest to ESL practitioners. It seeks and shares information about "instructional techniques and methodologies, proven practices, research, or other activities related to the education and training" of limited English proficient adults. Contact:

Joyce Campbell
U.S. Department of Education
Division of Adult Education & Literacy
Room 4428, MES Building
400 Maryland Avenue, SW
Washington, DC 20202-7240

ESL information also can be obtained through a number of national educational organizations. In addition to meetings on pertinent subjects, most such organizations also publish books, journals and newsletters or have ESL-related special interest groups. For example:

American Association for Adult and Continuing Education (AAACE)
1112 16th St. NW, Suite 420
Washington, DC 20036
Telephone: (202) 463-6333

International Reading Association (IRA)
800 Barksdale Road
PO Box 8139
Newark, DE 19714-8139
Telephone: (302) 731-1600

Laubach Literacy Action
P. O. Box 131
Syracuse, NY 13210
Telephone: (315) 422-9121

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Telephone: (315) 445-8000

Teachers of English to Speakers of Other Languages
(TESOL)
1600 Cameron Street, Suite 300
Alexandria, VA 22314
Telephone: (703) 836-0774

Each of these national organizations has state and local chapters, the names of which should be available from the state department of education or from the state literacy organization. For example:

The Pennsylvania Association for Adult Continuing
Education (PAACE)
P. O. Box 3796
Harrisburg, PA 17105

Due to the continuing national interest in literacy and ESL concerns, new resources and organizations are emerging constantly. Other possible sources of ESL information include: local and state libraries, mayor's and governor's literacy commissions and coalitions, and institutions of higher education.

ORDERING PROCEDURE FOR RDP MATERIALS

From Outside of Philadelphia:

Individuals and organizations outside of Philadelphia should order all materials directly from publishers or book distributors. Refer to the list of publishers and distributors on pages 31-33.

Within Philadelphia:

Philadelphia residents or others working with a Philadelphia organization are eligible to order free materials from the Reader Development Program (RDP) of The Free Library of Philadelphia. The program is funded for this purpose by the City of Philadelphia, the Mayor's Commission on Literacy, the Pennsylvania Department of Education and other funding sources.

Individuals and organizations that are eligible may receive RDP materials on a consumable basis. In other words, these free materials do not have to be returned to RDP. Some of these items are workbooks which students may write in for study purposes.

Eligible RDP users may request materials in three ways:

1. Three book titles may be ordered by telephone (686-5346), Monday through Friday, 9 to 5.

2. Book titles may be ordered by mail using an order form which must be requested from the RDP Office.

3. Books may be ordered by scheduling an appointment in person to examine the RDP Demonstration Collection. This allows the person to see the actual book and secure up-to-date information regarding out-of-stock and in-stock titles.

Statistical infomation regarding the student or students using the materials is required when the books are requested.

Orders are filled if requested titles are available. If titles are out-of-stock, they must be reordered at a later date. No back order files are maintained by RDP.

Materials which are ordered by eligible users may be picked up at most

of the 50+ neighborhood branches of The Free Library of Philadelphia; see pages 34-35 for a list of branch locations. Also, on request, materials may be picked up at the Reader Development Program, Office of Work with Adults and Young Adults, at the Central Library (Ground Level, Room 2), Logan Square, 19th and Vine Streets, Philadelphia. This process takes approximately 2-4 work days depending on the RDP workload.

New acquisitions of ABE, ESL and GED materials are added at regular intervals. All RDP users are encouraged to review the RDP collection annually. However, because of limited space, all visits must be arranged in advance by calling 686-5346.

ADDRESSES OF PUBLISHERS AND DISTRIBUTORS

Addison-Wesley
World Language Division
Jacob Way
Reading, MA 01867
(800) 447-2226; (617) 944-3700
FAX (617) 942-1187

AdvancE
PDE Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
(800) 992-2283

Alemany Press
(See Prentice Hall Regents)

Delta Systems Co., Inc.
570 Rock Road Drive, Unit H
Dundee, IL 60118
(800) 323-8270; (708) 551-9595;
FAX (708) 551-9435

Dominie Press Limited
1361 Huntingwood Drive, Unit 7
Agincourt, Ontario M1S 3J1
CANADA
(416) 291-5857; FAX (416) 291-1556

East End Literacy
265 Gerrard Street East
Toronto, Ontario M5A 2G3
CANADA
(416) 968-6869
(see Dominie Press)

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-6409
(800) 227-3742

International Institute of Boston
287 Commonwealth Avenue
Boston, MA 02115
(617) 536-1081

International Institute of Minnesota
Education Department
1694 Como Avenue
St. Paul, MN 55108
(612) 647-0191

LaSalle Urban Center: Adult Learning Project
20th Street and Olney Avenue
Philadelphia, PA 19141
(215) 951-1187

Linmore Publishing
Box 1545
Palatine, IL 60078
(815) 223-7499

Literacy Council of Alaska
823 Third Avenue
Fairbanks, AK 99701
(907) 456-6212

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000; FAX (315) 445-8006

Longman
(See Addison Wesley)

Macalester College
Linguistics Department
1600 Grand Avenue
St. Paul, MN 55105

Nationalities Service Center
1300 Spruce Sreet
Philadelphia, PA 19107
(215) 893-8400

New York State Education Department
Bureau of Continuing Education Program
Development
5D-28 Cultural Education Center Building
Albany, NY 12230
Attn: Pat Moony-Gonzalez

Prentice Hall Regents
200 Old Tappan Road
Old Tappan, NJ 07675
(800) 223-1360 (East of the Mississippi)
(800) 225-7162 (West of the Mississippi)
(201) 767-5937; FAX (800) 445-6991

Project: LEARN
1701 Payne Avenue
Cleveland, OH 44115
(216) 621-9483

BRANCHES OF THE FREE LIBRARY OF PHILADELPHIA

Pick up locations for Reader Development Program materials from The Free Library of Philadelphia, for **Philadelphia residents only**.

CENTRAL LIBRARY AND CENTER CITY BRANCHES

Central Library — Logan Square, 19th and Vine Streets.
Office of Work with Adults and Young Adults,
Reader Development Program 686-5346
Mercantile** — 1021 Chestnut Street.....592-6196
Philadelphia City Institute — 19th and Locust Sts.....735-9137
Library for the Blind and Physically Handicapped
919 Walnut Street.....925-3213

NORTH CENTRAL

Cecil B. Moore — 2320 W. Cecil B. Moore Ave. 978-2766
Fishtown — Montgomery Ave. & Flora Streets.....685-9990
Kensington — Hope & Dauphin Streets.....685-9996
Lehigh — 6th St. & Lehigh Ave.....685-9794
McPherson Square — Indiana Ave. & "F" Street 685-9995
Nicetown-Tioga — 3720 North Broad Street.....685-9790
Ramonita G. DeRodriguez — 6th St. & Girard Ave. 592-6211
Richmond — Indiana Ave. & Almond St 685-9992
Widener — 2531 West Lehigh Ave. 685-9798

NORTHEAST

Bushrod — Castor Ave. & Stirling Street.....533-3513
Bustleton — Verree Rd. & Bustleton Ave. 673-8137
Fox Chase — Rhawn & Jeanes Streets.....685-0547
Frankford — Frankford Ave. & Overington Street 685-1473
Holmesburg — Frankford Ave. & Hartel Rd.....335-8756
Katherine Drexel — Knights & Fairdale Roads.....685-9383
Lawncrest — 6098 Rising Sun Ave.....686-0549
Tacony — Torresdale Ave. & Knorr Street.....335-8755
Torresdale — 3079 Holme Ave. 677-0404
Welsh Road — Welsh Rd. & Roosevelt Blvd.....676-6333
Wyoming — Wyoming Ave. & "B" Street.....329-7976

**temporarily closed for repairs as of September 1990

NORTHWEST

Andorra — Henry Ave. & Cathedral Rd. 685-2552
Chestnut Hill — 8711 Germantown Ave.....685-9291
Falls of Schuylkill — Warden Drive & Midvale Ave....685-2093
Greater Olney — 5th Street & Tabor Rd. 685-2846
Logan — Wagner Ave. & Old York Rd. 329-8606
Lovett — 6945 Germantown Ave.....685-2095
Northwest Regional — Chelten Ave. & Greene St 685-2150
Oak Lane** — 12th Street & Oak Lane.....685-2848
Roxborough — 6245 Ridge Ave. 685-2550
Wadsworth** — Wadsworth & Michener Aves. 685-9294
West Oak Lane — 74th Ave. & Washington Lane 685-2843

SOUTH PHILADELPHIA

Greenwich — 711 Snyder Ave. 685-1896
Passyunk — 20th & Shunk Streets 685-1755
Queen Memorial — 1315 Point Breeze Ave. 685-1899
Ritner Children's — 2407 S. Broad Street. 685-1758
South Philadelphia — Broad & Morris Streets 685-1866
Southwark — 7th & Carpenter Streets 592-6192
Whitman — 2nd St. & Snyder Ave. 685-1754

WEST PHILADELPHIA

Blanche A. Nixon — 59th St. & Baltimore Ave 476-0760
Eastwick — 2851 Island Ave.....492-4085
George Institute — 52nd St. below Lancaster Ave.....685-0177
Haddington — 65th St. & Girard Ave. 747-0156
Haverford — 56th St. & Haverford Ave.....823-7435
Kingsessing — 51st St. below Chester Ave. 685-2690
Mantua — 34th St. & Haverford Ave.....823-7436
Overbrook Park — 7422 Haverford Ave.....686-0182
Paschalville — 70th St. & Woodland Ave.....685-2662
Walnut Street West — 40th & Walnut Streets 823-7671
West Philadelphia Regional — 52nd & Sansom Sts 823-7424
Wynnefield — 54th St. & Overbrook Ave.....685-0298

**temporarily closed for repairs as of September 1990

RDP PUBLICATIONS ORDER FORM

Please make photocopies of this form for your use!

Please send the following Reader Development Program materials:

Copies

_____ ABE Curriculum Guide, 1986 — $4.00

_____ ESL Curriculum Guide, 1988 — $4.00

_____ ESL Bibliography, 1989 — $4.00

_____ Subscription to PIVOT, a newsletter

All above publications are free to persons living or working in Philadelphia

Send publications to:

Name and Title: _____

Organization: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Note: Residents of Philadelphia ordering any of the materials listed above (except PIVOT) may pick them up at most branches of The Free Library of Philadelphia; see pages 34-35 for a list of branches. For delivery purposes, please indicate on the line below the branch name.

Thank you for your interest and assistance!

Please send this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

RDP RECOMMENDATION FORM

Please make photocopies of this form for your use!
Please use a separate form for each recommended title.

Title of Material: _____

Topic Area: ____ESL ____ABE ____GED

Author: _____

Publisher/distributor: _____

Copyright date: _____

Estimated reading level: _____

Your Comments: _____

_____

_____

_____

Recommended by:

Name: _____

Organization: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Note: If the suggested material is written for adults on an eighth grade level or below, it will be reviewed by the Reader Development Program Book Review Committee and considered for possible addition to the RDP Collection.

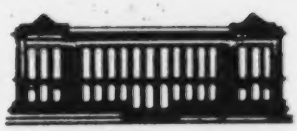
Thank you for your interest and assistance!

Return this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

TITLE INDEX

Culturgrams 19
English as a Second Language Language Experience Approach 2
An ESOL Notebook 20
Exercises and Activities for Hmong Folk Tales 7
Folk Tales: A New Approach to ESL 8
Get Ready! Go! Home Free! 9
GrammarGuide 13
A Guide to Teaching ESL in Amnesty Preparation Classes 16
Handbook for Volunteer ESL Literacy Teachers 20
Here to Stay in the USA 17
Hmong Folk Tales 7
I Want to Speak English (Revised) 10
Leping: Brand New Baby 5
Personal Stories 2
Picture Stories: Language and Literacy Activities for Beginners 10
Pronouns: The "Who" Words of English 14
Sabrina: This is our Home! 6
Starting to Read (Student's Book) 11
Toi's Story 6
Using English 1 11
Using Proverbs and Sayings in the ESL/EFL Classroom 21
We're All in This TOGETHER! 3
The Writer's Voice: Growing Up 3



You can turn to us.

Attachment 2

ESL

CURRICULUM • GUIDE •

MATERIALS AND METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS

Karen Batt • Ellen Furstenberg • Judy Reitzes

THE FREE LIBRARY OF PHILADELPHIA

FL 800956 attachment 2

October, 1988

The Free Library of Philadelphia

For more information about English as a Second Language and Adult Basic Education materials, contact:

The Reader Development Program
The Free Library of Philadelphia
Logan Square
Philadelphia, Pa 19103
(215) 686-5346

This curriculum guide was made possible through a Library Services and Construction Act Title VI grant from the United States Department of Education.

The authors wish to thank Vickie Collins for coordinating the project and Melissa Buckingham for her editorial guidance and recommendations throughout this project. Also, special thanks to April Brown for her endless hours of typing. In addition, many thanks to the staff of the Office of Work with Adults and Young Adults for making suggestions and proofreading the manuscript.

Dedicated to our students
who have taught us
so much.

TABLE OF CONTENTS

INTRODUCTION 1
ESL OVERVIEW 4
Approaches and Methods 6

ESL LEARNING ENVIRONMENT 8

ESL LITERACY
Distinctions Among ESL Literacy Students 13
Identifying ESL Literacy Students 14
Techniques and Concerns in Working with ESL Literacy Students 14
Approaches in Teaching ESL Literacy Students 15
Materials for ESL Literacy Students 17

ESL CURRICULUM
Conversation 18
Coping Skills 25
Listening 27
Reading 29
Pronunciation 32
Writing 36
Idioms 37
Grammar 38
Pre-Vocational 42
Citizenship 43
Testing 43
Activities 44
Vocabulary 45

CONCLUSION 46

APPENDIX 1 Reader Development Collection 47
2. Grid of ESL Materials 49
3. Bibliography of Curriculum Materials 50
4. Publishers 53

INTRODUCTION

Philadelphia, a city rich in cultural diversity, has grown to include nationalities from all over the world. With this diversity, the need for English as a Second Language (ESL) instruction has grown dramatically.

The Reader Development Program (RDP) of The Free Library of Philadelphia has had a unique role in adult education since 1967. Rather than duplicate programs, the RDP staff has used the expertise and perspective of the public library to locate, select, purchase and provide free materials to adult education programs. In addition to providing books to programs for native speakers of English, RDP has been providing ESL materials since its onset.

In the last decade, there have been significant changes in the population of adults needing ESL programs in Philadelphia. There has been a major migration of Southeast Asian people to the city. The Spanish speaking population, primarily Puerto Rican in the past, has grown to include other Caribbean groups and Central and South Americans. In addition, a variety of other groups have migrated to Philadelphia and need English as a Second Language instruction. All of these groups and individuals have come to Philadelphia with differing educational backgrounds and needs.

In the summer of 1986, the Mayor's Commission on Literacy launched a campaign aimed at the Hispanic population. As requests for materials to teach English to Spanish speakers increased, Reader Development Program staff were reminded of something they had known for some time: the RDP collection of materials for teaching ESL needed to be examined and updated.

Moreover, the Mayor's Commission on Literacy during the past five years has facilitated the recruitment of ESL volunteers and the start of new small programs. Therefore, the need for materials continues to grow. Also, the number of ESL materials being published is on the rise as publishers have realized that a larger market now exists.

Noting these trends, the RDP staff saw the need to review, update, and expand its current collection to match the needs of ESL students and the existing ESL programs that serve them. In 1987, the Free Library submitted and received a Library Services and Construction Act (LSCA) grant to review materials and develop a curriculum guide that would assist volunteers and teachers in the use of the RDP-ESL collection. The method chosen was to hire three ESL educators to review materials, select those most needed, and write a curriculum guide.

These three ESL educators have worked jointly on the project since October, 1987. Ideas for this curriculum guide came from the stated goals of the project, the past experience of the staff, and discussions during the project year. The primary audience for the guide is volunteer ESL tutors in Philadelphia. These tutors have had varying amounts of training and experience.

In order to determine what ESL materials are being used and what kinds are most needed, the ESL consultants wrote and circulated a questionnaire to 50 programs in Philadelphia. They received a response greater than 50% and have used the results in making their selections for the permanent collection. The largest number of requests were for conversation, listening comprehension, pronunciation, and reading materials. The ESL consultants have responded to these requests by selecting a range of materials for various skills and levels.

This guide should prove useful not only for tutors, its primary audience, but also for various kinds of educators in different educational settings: teachers, curriculum developers, teacher and tutor trainers, program administrators and planners, ESL resource centers, libraries, school districts, literacy programs, colleges and universities, vocational programs, ESL professional organizations, and general teachers' organizations. It should also provide useful background for the staff of unions, community organizations, churches, clearinghouses, and advocacy groups that are dealing with adults whose first language is not English.

The guide is organized as follows:

The first part is a general overview of ESL including a description of approaches and methods of teaching.

The second part presents suggestions for successful teaching. It describes how to create a supportive atmosphere for the student. It also emphasizes particular areas of concern when teachers or tutors work with adult ESL students.

The third part discusses ESL literacy, an area that is often overlooked. This section of the guide is designed to help instructors identify ESL literacy students and work with them more effectively.

The fourth part discusses the curriculum itself. It is arranged by categories:

conversation, coping skills, listening, reading, pronunciation, writing, idioms, grammar, pre-vocational, tests, activities and vocabulary. This part describes materials and considers the specific ways in which they may be used in the instructional process. It describes some teaching techniques that can be used with individuals and groups.

The appendices provide a more detailed explanation of the RDP collection (those books available in multiple copies). A grid shows the categories of ESL materials and levels. This grid includes the titles of the materials and indicates the levels for which they are most appropriate. A bibliography and a list of publishers' addresses follow the grid.

This guide was written by the ESL consultants for the project: Karen Batt, Ellen Furstenberg, and Judy Reitzes. These three experienced ESL practitioners have taught ESL to adults for many years in a variety of settings and have faced the practical problems and dilemmas of teaching ESL. Karen has had the major role in the writing of the guide. She is experienced as a teacher, curriculum developer, and writer. Ellie has experience working and teaching in community-based programs and has taught all levels of ESL including ESL literacy. Judy has written curriculum for ESL literacy and taught pre-vocational ESL. All three have worked with multi-ethnic groups at the beginning, intermediate, and advanced levels.

The authors have written the guide with three purposes in mind: to explain the uniqueness of ESL students, to describe techniques that enable tutors to work more successfully with students, and to present examples of ESL materials that will be helpful to ESL instructors and their students.

ESL OVERVIEW

English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) is a special field within adult education with its own body of research, theories, methods, and techniques.

In the area of Adult Basic Education (ABE) and General Educational Development (GED) the students are native speakers or advanced ESL students. Their task, which is not an easy one, is to recognize and use the known language in print. They do not need help in understanding or speaking English. In fact, a literacy student who is a native speaker already has an extensive vocabulary.

ESL students, however, must learn each new word. They must learn to understand and speak American English. Simultaneously, they must think about fluency, pronunciation, and grammar. Then they have the double task of learning how to read and write in a second language.

Most ESL students in Philadelphia are faced with a new culture. They have left the familiarity of their own culture—sometimes against their will, as in the case of refugees—and are confronted with a new one. There is often cultural conflict, since their traditions may differ from those of the United States. Day-to-day experiences which native English speakers take for granted may seem confusing or overwhelming to ESL students.

Most ESL students, while experiencing the stresses of learning a new language and adjusting to a new culture, are also dealing with the same adult responsibilities and pressures many Americans face. These pressures include: finding and keeping a job; finding housing; and dealing with urban problems, such as crime, drugs, and living in poor neighborhoods.

The ESL class may be the first place that brings students into contact with an English speaker. The class or tutoring session can aid in breaking

the sense of isolation often experienced by immigrants or refugees. Therefore, providing an atmosphere of openness and trust in the classroom is essential.

Working in a small group, rather than one to one, is preferable in teaching ESL. A small group allows for more interaction among the students and more varied conversation practice. A group format takes the focus away from the teacher as the central figure. It can promote a more cooperative approach to teaching. However, if tutors are working one to one, there are types of supplemental activities for students which can further their practice. For example, tutors can perform role plays with students and assign out-of-class work that encourages students to go places where they will have to use the language practiced in class. Also, tutors can go places outside the class with their students. Going to a supermarket or restaurant can provide the kind of language practice that is not possible in a classroom setting. In this way students will have other people to speak to in addition to the teacher.

Most ESL programs include students who range in level of proficiency from beginners through advanced. Within each level students can also vary in their abilities. In addition, level designations will vary between programs. One program's high beginners may be another's low intermediate. For this reason, it is difficult to have an exact definition of each level. However, for the purpose of this guide the following is a description of what we generally mean when we refer to levels.

The beginning level includes ESL students who may be "true beginners"—those people who cannot speak or understand a word of English. Other beginners can understand a little and answer some basic words or phrases, such as: "How are you?", "What's your name?" and "What's your address?" There are also beginning students who do not speak or understand but are able to read written English.

A high beginner can understand and, in a limited way, use some basic structures and basic survival vocabulary. These students can use English in some situations, such as buying things, asking for information, and making appointments. Sentences are often incomplete, and students often hesitate as they try to find the correct structures or vocabulary.

Intermediate students can understand and express themselves in English. Mistakes in grammar are common, but these students can generally be understood. They can handle most common "survival" situations. Listening comprehension is often incomplete; that is, some students find it difficult to understand English spoken at a normal rate when unfamiliar vocabulary is used or when the situation is unfamiliar.

Advanced students can express themselves with little hesitation and with a good deal of fluency. They can use most structures and understand more difficult vocabulary. They are often used as informal translators in their communities. They usually read some English; for example, they may read newspaper articles.

ESL students may also vary in their level of literacy in English, depending on their own native language literacy or familiarity with written symbols. The issue of ESL literacy is a special one and will be dealt with more completely in the section on ESL Literacy.

Listening, speaking, reading, and writing are the language skills usually taught in adult ESL programs. These skills are emphasized or combined to varying degrees depending on the needs of the adults being served. There are several types of ESL curricula. They may include one or more of the following:

1. General ESL—i.e. listening, speaking, reading, pronunciation, grammar, writing and coping skills
2. Vocational ESL (VESL)—language needed for a specific job
3. Pre-vocational ESL—English needed for any job
4. Academic ESL—college level English
5. English for special purposes (ESP)—i.e. engineering
6. ESL literacy

In summary, ESL is a special field where students are both being taught a new language and also being exposed to a new culture. What will work best has to be worked out with students, and that will vary depending on their background, levels, and needs.

APPROACHES AND METHODS

Over the years various methods have been used to teach language. For many years language was taught by translating each word or phrase. However, by the post-World War II period, this approach was beginning to be replaced with the overall view that learners acquire language through practice in the target language rather than through translation.

The *audio-lingual method* became popular by the 1950's. It was characterized by presentation of oral language before written, extensive pattern practice through drills, and dialogue memorization. Students were not encouraged to say anything on their own. It was believed that their mistakes would become a habit.

In the 1970's, the audio-lingual approach was criticized for its tendency to concentrate too heavily on drills and to teach language out of context. Practitioners began to encourage real-life language practice and discourage an overabundance of drilled pattern practice. The need for students to make mistakes was accepted as part of language acquisition.

The new movement in language learning strived for *communicative competence*—the ability to understand and use language in specific situations, such as asking for directions, making appointments with doctors, and buying tickets. Recent methodology recognizes that it is not enough for students to know the linguistics of language (grammar and syntax). Students need to know when, how, and with whom to use language. They need to know when to use formal and informal language. Communicative competence implies the understanding of non-verbal communication as well as verbal.

Another approach which has generally been applied to adult literacy is the *learner-centered approach*. More recently ESL practitioners have seen it as useful and relevant to teaching ESL. With this approach, themes of reading, writing and discussion come from the students. Topics that are critical to students' lives are incorporated in the curriculum. Instead of the teacher's being the main focus, the teacher acts as a facilitator and participates in the group. She or he does not play the traditional role of expert.

Today, there are several methods which can be used in teaching ESL. Most ESL practitioners are *eclectic* in their approach and draw on several different methods, taking some positive aspects of each. Some practices have been retained from audio-lingualism, such as an oral focus through dialogues and the use of visuals. However, new methodologies now share more tolerance for student errors, and contain more practice based on real-life situations and increased student initiative.

Among the many methods in use are:

1. *Community Language Learning*—This is also called Counseling Learning and reflects a concern for positive human relationships. Students initiate what they want to be able to say and the tutor or teacher is used as a resource.
2. *The Natural Approach*—This approach has a strong focus on providing listening activities for students. Speech is never forced. Correction occurs only in writing assignments. Students tolerate a certain amount of language that has not been formally introduced.
3. *Silent Way*—Teachers speak very little, and time is provided for students to digest what they have heard. In addition, students must take the major responsibility for initiating oral practice based on the small bits of language being introduced by the teacher.
4. *Total Physical Response* (TPR)—This method concentrates on listening. In a long initial phase, the teacher talks the majority of the time. Students silently respond to command forms.

These are different methods that will enrich your teaching and you may want to explore them. They do require practice and are best learned through training at workshops and conferences which are sometimes offered by local organizations and colleges.

Every tutor or teacher will develop a style of working creatively with adult students. Those of us who have written the guide urge you to try your own ideas and materials as well as the ideas suggested here.

ESL LEARNING ENVIRONMENT

Adult students come to their ESL class or tutoring session with considerable experience and knowledge. But often, they need time to become accustomed to the class or the tutoring situation. Setting up an atmosphere where students feel comfortable, either in a tutoring or classroom setting, is one of the most important things we can do. Something as simple as having the students and teacher sit in a circle or around a table says something to the students immediately—they are part of the group. Even those who do not know English can say their name and where they are from by the end of the first class. The instructor also shares information. A community, a sense of group solidarity, is being built. It is important that the focus be on forming a cohesive group where the teacher is a part of the group.

Working in pairs and small groups of which the teacher is a part shows students that they can learn from one another. The fact that students see themselves as participants rather than passive recipients of information is critical.

The idea of learner-centered rather than teacher-centered education has generally been applied to adult literacy students whose native language is English, but the idea is equally important in the ESL classroom. In spite of the fact that students may not have the words, they can be resources to one another. Students who know more English can generate ideas and themes to be worked on in their lessons. When students discuss topics that they are interested in, rather than focusing on how they are constructing English, they speak better and learn more quickly. They worry less about English and can concentrate more on voicing opinions. For example, in a classroom discussion on AIDS, a student forgot her inhibitions about speaking English when she was talking about someone she knew who had died of AIDS. Her English became more fluent.

This learner-centered approach may seem difficult to implement in a tutoring situation. The important thing to remember is that the tutor and student can share as equals and build a cooperative relationship. The student's

issues and interests can be incorporated into the tutoring session.

That is not to say that we as teachers or tutors do not or should not impart information or give explanations at times. Sometimes it is appropriate to give information, while at other times it is important for students to initiate and work with instructors and with other students.

The process, then, is as important as the product. The goal of setting up an atmosphere where students feel comfortable making mistakes is more important than producing grammatically perfect sentences or perfectly pronounced phrases. If students feel comfortable enough to take risks, they will be more able to do that outside the classroom as well.

As instructors, we also need to be careful not to plan lessons or exercises that could put our students in difficult situations or make them feel uncomfortable. For example, if we are working on a matrix, an exercise in which students practice asking each other questions (explained more fully in the Conversation section of this guide), we need to be aware that we do not want to ask the question, "What's your social security number?" Our students may not be documented (have legal immigration status) and may not have social security numbers. Another example is in the area of pronunciation practice. Some students with difficulty in this area may not want to be singled out in front of the whole group to practice what is giving them trouble. In this case, it may be more effective to work with the student individually.

All students learn differently and at different rates. We as instructors must continually remind our students that it takes time to learn a language and we need to point out our students' progress frequently.

As instructors, we often find ourselves teaching in a situation where we have many different levels of students in the same group or class. Dealing with a multi-level group is one of the most difficult things we face. It takes patience and creativity. It is important to remind our students that every student has different strengths and weaknesses. Some students will be strong in the area of speaking and have problems with reading and writing, and others will have no problems with writing and have difficulty pronouncing clearly. Some students may become impatient in the group if they are more advanced or frustrated if they are less advanced. Explaining that everyone has strengths and weaknesses and building a supportive environment help students learn to be more tolerant of one another.

There are no easy answers in teaching multi-level groups. It is a difficult dilemma for even the most experienced tutor or teacher. Instructors must try different techniques, such as pair work, small group work, and individualized work for students. When students are working at different levels or rates of speed, tutors and teachers can sometimes give additional or more difficult work to the more advanced students.

ESL students have many pressures that we as instructors need to be sen-

sitive to and aware of when we are teaching. They are adjusting to a new culture and a new language, and many have economic pressures. Furthermore, many have the pressure of the loss of status when they come to the United States. They may have had a higher status in their countries or may have been respected in their communities or neighborhoods. When they come here they often have none of that.

Many of our students are dealing with the loss of family or friends whom they have left in their own countries. They also have the pressure of handling responsibilities at home, particularly if they are women. They must not only cope with their own sense of loss, confusion and insecurity but that of their families, too. If they are undocumented they feel an even greater pressure of fear of being deported or "found out."

Furthermore, many students may feel the pressure of loss of status within the family. Children may be translating for adults, parents, or even grandparents, which can set up painful role confusion and family tension. Seeing children assimilate and sometimes lose or reject their native culture and language is an additional stress.

It is helpful if we as instructors recognize and bring out the cultural richness and diversity we have in our classes. Even if our classes are made up of the same language group there is often considerable diversity. The classroom is a good place for students and teachers to learn about this. If we are tutoring, we also need to emphasize the rich cultural backgrounds of our students. In the classroom or tutoring situation, students can talk about, read about, and write about different aspects of their cultures and compare and contrast them with the culture of the United States. Something as simple as Halloween, for example, can be used as a way of talking about students' countries and cultures. Do they celebrate the holiday? Is there a similar holiday in their countries? Is there a holiday that is especially for children? Is there a time when people dress up in costumes?

One recurring issue is the use of the students' native language in the ESL classroom. It is important to remember that the translation is not the goal in an ESL classroom. However, if the teacher speaks the first language in a monolingual group, there are some situations where it is helpful to use the students' native language, such as in meeting with the new students, making announcements, and, occasionally, speaking in the classroom. Speaking the native language develops trust and makes the students feel more at ease.

However, the teacher needs to be sensitive if the group is multi-lingual. The use of the native language of some of the students can make the other students feel left out or not favored. That must be taken into consideration, and the teacher must judge her or his own group.

In bilingual programs where one language group is served, teaching subject or content areas in the first language while simultaneously offering ESL

instruction has proven particularly valuable. In Philadelphia, bilingual education is available in some places for children. Adapting the theories of bilingual education to ESL instruction for adults has begun in other parts of the United States. In the Southwest, West and New York where bilingual education is stronger and more accepted, adult students are learning literacy in their first language, while simultaneously, or soon afterwards, learning English. Regardless of whether the program is bilingual or monolingual, the curriculum of the ESL classroom or tutoring session should reflect the needs and interests of students. Besides providing instruction in basic skills or grammatical points, curriculum should emphasize intercultural understanding and diversity.

There is no one method that works and no one book that works. Most experienced ESL instructors are eclectic, trying different approaches and using different materials in the class. It is important to remember that there is no single book that teaches every skill students need. We must use many sources, adapting and developing materials appropriate for our particular students. It is also a priority to choose materials that help our students understand and cope with their lives in urban Philadelphia.

ESL students often face discrimination based on race, sex, and class in their lives. Even within the classroom or tutoring situation the instructors must deal with tensions and stereotypes, which differ among groups or nationalities. Moreover, students who have been successful in their own countries may face a drop in social status and may be working in low-paying, menial jobs where they face discrimination. Within the classroom the teacher must be sensitive to the fact that she or he may be from a different background, race, or socio-economic class from the students. Recognizing that fact, the instructor can set up an atmosphere where students feel free to talk about differences. This is an important step in dealing with what can be a big gap in understanding. We as instructors must try not to make excuses or be defensive. In addition, we must check that we are not forcing our conscious or unconscious values on our students. For example, we may feel that to be successful students should go to college. This idea of success may not be a value that is shared by our students. It is important to examine our assumptions and keep them in check.

As teachers, we should be conscious of the undercurrents of racism, classism or sexism and try to enable our students to talk about those issues. For example, in a classroom discussion about discrimination, a group of mostly Puerto Rican ESL students said that they felt no discrimination. When the teacher asked more specific questions, such as whether the students ever felt people were looking down on them because they were Puerto Rican or because they had accents, the students all agreed that this had happened to them. With more detailed questions, students opened up and talked about examples of racism they had experienced. The teacher needed to let the students know that she was not expecting a certain answer. The students may have initially said that they did not experience discrimination because the teacher was white and a native of the United States. They may have

felt that because of the race and class differences between the teacher and students, the teacher would be offended by a criticism of the United States. However, when the teacher asked more specific questions and let the students know that it was acceptable to talk about the issues frankly, a truer picture was presented by the students.

Just as racism and classism are issues in the classroom, so too is sexism. Students from other cultures may come to the class or to the tutoring session with ideas of what is appropriate or acceptable behavior between men and women. Such ideas may not be consistent with what is appropriate in the United States. For example, some women may not want to speak in front of men or work in a pair with a man. Male students may not be comfortable with a female teacher. These barriers must be recognized and worked on sensitively. If a woman student, for example, appears uncomfortable working with a male partner, the teacher should allow her to work with a woman. If the teacher does not insist that she work with a man, later in the year, after feeling more comfortable, the student may change and feel able to practice English in a pair with a man.

Finally, it is important to remember that our students are intimidated by the "red pencil", or overcorrection. Our students are adults. They can often correct their own work and then know what they, themselves, need to study. Often, correction of exercises can be done in the whole group. Students who wish to can take turns writing their answers on the board. All students can then check their papers, and correct their own work. In this way students see for themselves what they need to study.

It is not necessary for instructors to correct every error in speech or writing. It is more effective to correct only those errors in writing or speech that relate to what you are working on or what students have already studied with you.

Lastly, instructors need to remember and appreciate that working with adult students from different cultures is a unique experience. As well as teaching a new language and exposing students to a new culture, we as instructors are also learning and being exposed to new ideas, customs, and cultures that enrich and broaden our lives.

ESL LITERACY

Sometimes ESL students who want to learn English have limited or no literacy skills in their first language. Some can neither read nor write in their first language and some may do so in a very limited way. For the most part these students have gone to school for only a few years. Generally all have little confidence in their ability to read and write, they often have low self esteem, and they tend to downplay their abilities or strengths.

DISTINCTIONS AMONG ESL LITERACY STUDENTS

All ESL literacy students do not have the same problems. There are those students who have had very little education or barely read or write in their first language and who cannot read or write or speak English. These students are the most difficult to teach because they have no native language literacy skills.

In addition, there are those students who read or write a little in their native language, but do not speak, read or write English. They have some literacy skills in their first language and can therefore learn reading and writing in English more easily than the first group mentioned.

Finally, there are those students who speak English well or fairly understandably but have had limited education or literacy skills in their native language. Instructors can use these students' oral skills to help them learn to read and write English. For example, they can use the Language Experience Approach, a method in which students create their own stories and learn from them. This approach will be explained in more detail later.

IDENTIFYING ESL LITERACY STUDENTS

An early way to determine if students will have problems with literacy is to ask some questions at the initial interview. It is best if the interviewer can ask the questions in the students' native language. These questions, however, can be asked in English if the students speak a little English. Asking how many years of school the students have completed in their native country and how comfortable they feel reading and writing in their first language is helpful in identifying these students.

An additional way to identify ESL literacy students is for the instructors to give students a simple form to fill out with personal information (name, address, and so forth) at the initial interview. This may be in their native language. The form should have lenty of space because ESL literacy students' writing is often very large. Many ESL literacy students will have difficulty filling out the form. Some will have problems forming the letters and may not be able to write on the line. They may not be able to complete the form if they lack understanding or knowledge of writing or reading.

Students with limited native language literacy skills often find it difficult to copy from the board. They may say they don't see well or have forgotten their glasses, when in fact, they have problems with reading and writing. When these students do write, instructors may discover that certain students do not hold a pencil or form letters correctly.

TECHNIQUES AND CONCERNS IN WORKING WITH ESL LITERACY STUDENTS

Once identified, ESL literacy students need special help. Using large print material is helpful. Also, providing large amounts of space to write answers is useful, for such students usually have not had enough practice to write small. Those who need practice with their writing or printing can be given exercises for extra practice. Several books are available from the Reader Development Program which teach handwriting and printing.

It is useful to provide extra oral work or activities for ESL literacy students. After experiencing success with oral activities, generally students' self-esteem will increase enough for them to try to attack the more difficult reading and writing activities. In addition, the same oral activities can be turned into writing and reading tasks that students will recognize. Because they are already familiar with the activities, the exercises will be easier for them.

ESL literacy students should have enough time to do their work. Many of these students have not had much schooling and need extra time to do such simple tasks as copying from a blackboard or book. In a class of students with a range of literacy skills, it is particularly important to allow for differences in work speed. Giving ESL literacy students the time they need to copy and write will allow them to be successful in their work.

Following directions, especially written directions, is often difficult for ESL literacy students. Directions to written exercises should be thoroughly explained orally, with examples. The instructors should always try to pick up on non-verbal cues and to observe if students are beginning to work on the exercises after the explanation. Again, it must be remembered that these students have not had a lot of education and following instructions takes practice.

In addition, individualizing students' work is important with ESL literacy students. Although it is difficult in most ESL classrooms, where there are often many levels represented in one class, it is particularly beneficial to do this for the limited literacy student. These students are often confused by the regular reading and writing in an ESL classroom, even at the beginner level. To identify these students and give them appropriate work can make a big difference. Pairing or grouping students of the same level to practice different tasks can be supportive as well as effective for ESL literacy students.

Many ESL literacy students are not comfortable in a classroom setting or working with a tutor. Great efforts, then, must be made to set up a supportive learning environment.

APPROACHES IN TEACHING ESL LITERACY STUDENTS

There are many different ways to work with ESL literacy students. Using a mixture of approaches is particularly effective. Doing this not only varies the lessons, but also keeps the students interested.

The Language Experience Approach is very useful for students who have some oral proficiency in English but have problems reading and writing. Students in the group discuss a topic or issue. Then the teacher transcribes what the individual group members say and a story is created. Students use their own words, and their own thoughts and opinions are made into a story. After the story is completed, students copy it. These stories can then be a basis for reading, writing, and oral practice.

According to the traditional Language Experience Approach, the grammar is not corrected in the initial story, for this inhibits students from saying what they want to say. Because ESL literacy students especially need to feel free to read and write, the original concept of the Language Ex-

perience Approach, where the instructor transcribes students' words exactly as they express them, works best. Today, however, some instructors have adapted the approach to accomplish other goals and practice different skills. Some teachers encourage students to participate in correcting grammar. This works best with students who have some grammatical background and who would not be intimidated by the correction process. Whenever the Language Experience approach is used, it is important to remember that the purpose of the approach is to enable students to express their ideas, and to use the students' own ideas and stories as the basis for instruction. In addition to being creative, students have an opportunity to experience, in a real way, their ability to discuss and write about complex issues even though their reading and writing skills may be limited.

In addition to the Language Experience Approach, another way of working with ESL literacy students is to choose exercises from a standard ESL text which are appropriate though not specifically directed to low literacy students. These exercises or stories can be enlarged on a photocopy machine so that ESL literacy students can read them better. Often, exercises may need to be adapted so that they can be used with low literacy students. Also instructors can create their own exercises, keeping their individual students in mind.

One useful book which also has the advantage of having large print is **Survival English**. (Books 1 and 2 are described more fully in the Coping Skills section.) It is appropriate for those students who read simple English. It uses repetition. Also, it provides varied exercises that give instruction on the same grammatical points so that students receive considerable practice. Exercises are divided into small parts so that students can practice discrete points. This is helpful for ESL literacy students who often need extra practice on particular lessons.

The phonics approach can be useful for some students, although it has definite limitations for the adult ESL student. If it is combined with other approaches it can help certain students. Practicing and identifying sounds can be beneficial. The words from a Language Experience story or another reading that have the same sound can be extracted by the group with the help of the instructor. The instructor then helps the students think of other words they may know in English that have the same sound. The particular sound then is practiced by students.

In the same way the instructor can practice word families. This is done by taking a word from a Language Experience story or a reading and having the students think of other words of the same family. For example, if the word "stamp" appeared in the Language Experience story, students might think of "camp", "lamp", "damp", "ramp", and so forth. If they do not know many of the words in the family the instructor helps them to supply more of the words in the family. Students then are using a word from their own story to learn word families.

Sight words can be practiced using the same techniques. Sight words par-

ticularly useful in daily life or words frequently repeated in readings, can be extracted from the readings or from students' speech and writing. These words can be the basis for lessons and further practice.

The phonics and sight word approaches, although useful, should not be overused, for they tend to separate meaning from content, and can be boring for the students.

MATERIALS FOR ESL LITERACY STUDENTS

Some educators believe that teaching students to read and write in their native language first is a more sensible approach than teaching students these skills in a second language. Students can then transfer those skills to English. However, the political and practical reality is that such training is not available in Philadelphia or in many other areas. Therefore, we as ESL tutors and teachers must try to develop or adapt existing materials in English appropriate for ESL literacy students.

For the most basic student, the instructors must use a lot of oral work. Pre-literacy skills are necessary for these students. They need exercises in visual discrimination. For example, they might pick out the "s" letter in a row of different letters which includes "s". The series **Entry to English** (described more fully in the Reading section) provides practice in some of these skills. At the same time, these students can practice printing or cursive writing, depending on their level. Practice with sight words and survival words is beneficial, as is identifying sounds. Learning to read and fill out simple forms is a good goal. Listening exercises are important, and such books as **Before Book I** (described more fully in the Listening section) can be used by students who do not know how to write.

For the next level students, those who read a little, such books as **Survival English I and II** can be used to accompany the classroom work or the work with the tutor. These students can read a little, so books with large print that provide considerable practice on the same grammatical points are particularly useful.

As was mentioned previously, for the higher level ESL literacy students, those who can speak but have limited education in their first language, the Language Experience Approach works well. Standard ESL texts can also be used, enlarging the print using a photocopy machine, adapting, and leaving out exercises that are too difficult for the ESL literacy student.

Review and repetition are crucial with all of these students. For the tutor or teacher, as well as for the students, it is important to remember that progress takes time. Therefore, small strides should be viewed as great accomplishments.

ESL CURRICULUM

The following sections deal with thirteen specific areas of teaching ESL. In most of the areas we make some general comments about the area and then recommend specific techniques or materials.

We have arranged the topics in the order of priority given by the results of the survey of local adult education programs and by the opinions of the ESL consultants as well.

CONVERSATION

ESL students often ask for extra practice in English conversation, and they do so with good reason. Many of them live in neighborhoods where their native language is widely spoken. Some even have jobs where they are surrounded by people who speak their first language. Therefore, they have limited opportunities to practice their English.

When they do speak to Americans, the situation is often filled with tension. Often the limited English speaker is asked to repeat time after time. When the limited English speaker doesn't understand something that is said, Americans often raise their voices as though the person had a hearing problem instead of a language problem.

In these interactions no one is comfortable, so it is little wonder that ESL students value the opportunity to practice in an atmosphere of calm, acceptance, and understanding.

In general, conversation techniques and materials fall into two broad categories—those which are more structured for the student and those which are less structured. It is profitable to use both, if possible, because different students have different learning styles. In addition, the structured materials offer psychological "safety"; they put less burden on the learner. On the

other hand, the less structured materials offer more personal involvement. They challenge the learner to draw on his or her resources and use them.

Structured activities are exemplified by dialogues, pattern practice, and substitution exercises. These are explained below. The student's attention is focused on only one or two new points at a time. A chapter in **Side by Side, Book One** illustrates this structuring. There are eight pictures of individuals and pairs doing things. The grammar being practiced is the present progressive tense. Under each picture are an incomplete question and answer about the picture. The names of the people and the activity being performed are supplied by the authors; therefore, it is a structured exercise. The following is the kind of exercise presented:

_____John and Mary doing?
_____cooking dinner.

The student is asked to focus only on the correct question word, "What" and the correct plural form of the verb, "are" in the question. In the answer, the student is asked to focus only on the correct pronoun and verb, "They're". The pattern is the present progressive tense, which is repeated in each picture. The student makes substitutions for the pronouns (i.e. he, she, we, they) and forms of "be" (am, is, are).

Another kind of structured activity involves having the student or class members memorize or read a dialogue. A dialogue is a conversation which shows how the target structure is used. The lines to be learned are supplied by the author. Dialogues are found in many ESL books.

The use of a matrix is another somewhat structured activity for tutor or teacher to use. The matrix is an extremely useful tool in teaching ESL at all levels, including literacy. It is a way for students to speak and share with one another, while at the same time practicing reading, writing, and listening. It is valuable in creating a comfortable classroom atmosphere. The following is an example of a matrix for a begining level group or student:

What's your name?	What are you wearing today?	Are you thirsty today?	Are you wearing socks?	Are you sitting now?

Students ask each other the questions in the matrix and write the answers

in the spaces provided below the questions. Students go around the room asking other students the questions provided and writing the responses. Depending on the students' literacy level and the goal of the matrix they can write words, phrases or complete sentences. For example, in response to the question "What are you wearing today?" the written answer could be "blue skirt, white blouse, black shoes", or "She's wearing a blue skirt, a white blouse, and black shoes." Students can also practice the "I" form and answer the questions for themselves. Such techniques can be used to practice a particular structure, to contrast structures, to practice using daily information, to talk about likes and dislikes, to emphasize cultural differences and customs, and so forth.

To practice a given structure, or review questions that have been learned, the instructor can give the students a blank matrix and students can make up the questions to ask one another. Students then not only develop the questions, but also ask them and write the responses. A matrix can also be used when teachers or tutors give only a cue. For example, the teacher writes the cue "Have you ever...?" and the students complete the questions on the matrix. Then they ask one another the questions they have developed. In addition, students can take a matrix and practice outside the classroom by asking questions of family members, friends or neighbors who speak English. Matrices can be found in some books, such as **A Conversation Book: English in Everyday Life, Book 1**. They are also very easy to create without using a textbook. We recommend them for all teaching and tutoring situations.

A grid exercise is similar to the preceding matrix exercise, but it has some differences as well. The teacher or tutor chooses a structure to study. The purpose is to give the student or class practice in making positive and negative statements.

In the example below, the present tense is used. The teacher draws the following grid on a blackboard, flip chart, or paper large enough for all participants to see. She then chooses items which she thinks can elicit both "yes" and "no" answers.

Items in a Wallet

names of the students	a photo	a work ID card	a library card	a driver's license
Maria	✓	x	x	✓
Thanh	✓	✓	x	x
Romeny	✓	✓	x	x
Juan	✓	x	x	✓
Karen (the teacher's name)	✓	x	✓	✓

The instructor then says, "Everyone look in your wallets. Maria, do you have a photograph of someone?" Maria answers "yes" and a check is put in the appropriate box. The teacher asks (or the students could ask each other) the rest of the questions until the grid is filled.

Then with the use of a pointer or a finger the instructor says, "Tell me about Maria," indicating the four boxes beside Maria's name. A volunteer will say (with prompting if needed), "She has a photo, but she doesn't have a work ID card. She doesn't have a library card, but she has a driver's license."

The instructor asks for another volunteer to tell about other people on the grid. After the statements are proceeding smoothly, she can say, "Maria, tell me about *you*." Maria will say, "I have a photo, but I don't have a work ID card" and so forth. The use of the other pronouns can be practiced in this way. "Someone tell me about Thanh and Romeny." Simultaneously she points to the boxes she wants practiced; for example, "They have photos and they have work ID cards, but they don't have library cards and they don't have driver's licenses."

The teacher is structuring the speaking, but on the other hand she is eliciting all of the speech from the students. The instructor is speaking very little, which is—in the opinion of many practitioners—a goal of a good teacher or tutor.

Later, this same grid can be used to teach and give practice with echo auxiliaries. These are the short forms of positive and negative agreement used in English, such as "So do I", "Neither do I", "I do too", and "I don't either". The instructor will give some models, explaining that this is a way we can say something long in a short way. For example, "Thanh has a work ID card and so does Romeny" or "Romeny doesn't have a library card and neither does Juan".

Grids can also be used to practice any tense, modal (for example, can, might, must, and so forth) or structure, such as tag questions (i.e. "She has a driver's license, doesn't she?").

Less structured exercises are very different from the structured exercises explained above. They encourage students to recall what they already know. The teacher supplies the unknown elements only as needed.

The use of picture series is an example of less structured oral practice. A picture series is, as the name implies, a series of pictures (frames) which tell a story. The comics section of a newspaper is full of picture series. The number of frames in each may differ. If cartoons from the newspaper are to be used, the dialogue must be removed first and the same story (or, at least some story) must be clear without it.

There are several commercially-produced books containing picture series for ESL students. We recommend **What's the Story?** This series consists

of four levels of student's books and a set of four large wall charts which contain 12 separate four-frame picture series. They are black and white photographs. There is no printed dialogue with the pictures so they are a visual stimulus for speaking. The students' books each contain the same four-frame stories in reduced size. Book One (for high beginners or low intermediates) contains a written version of each story. The books at the other three levels offer a "fill-in-the-blanks" version of the stories. All four books contain reading and vocabulary exercises. Book 4 is only recommended for very advanced ESL students and, therefore, will not be included in the RDP collection. In each book, the stories are relevant and of high interest to ESL students.

Having the ability to make connected utterances is crucial to ESL students. If a friend or co-worker asks them, "What did you do over the weekend?" or if the police ask, "What happened?" about an accident, the person must be able to respond with more than one sentence. Picture series are an excellent way to encourage this process. They can be used in a multi-level class where the lower level students can learn from the higher ones. The instructor or a student chooses a series to study. If wall charts are available, they should be hung in front of the class. If not, each student should have an individual copy of the whole picture series.

If the class is at the lower intermediate level, the instructor can begin with a warm-up activity. He or she will point to some of the noun items in the picture and ask students to call out the words, i.e. "a man, a briefcase, a lawyer, a hall, a woman, a window." The instructor will then say, "Look at picture one. This story happened last week." The past tense is stressed since it is often needed to tell a story.

The instructor should already have in mind a rough idea of how the story should progress. Anything the students call out is acceptable as long as it reflects comprehension of the story line. The instructor will focus on one student's version at a time, but will try to use ideas from everyone who participates. Students should not be forced to participate. They will probably be willing to speak at a later point in the exercise.

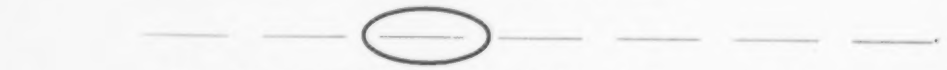
The lesson will proceed. For example, as someone calls out, "man talking," the instructor will put on the board two lines to represent the two words just suggested:

_____ _____

The student is asked to repeat. As he says "man" the instructor will point to the first line and likewise to the second line for "talking." Correction is handled in the following way: the instructor then will point to the men in the picture and ask, "How many?" A student will volunteer "Two." The instructor will indicate the "man" line again and someone will correct with "men." The next step will be to draw a line before the "men" line. The instructor will point to it and question with her face. Someone will supply,

"the." Next a line is drawn between the "men" and "talking" lines and is circled.

The student or class should now be reminded that this story happened last week. Someone will eventually call out "were." If the class contains all or some intermediate level students, the instructor can expand by further questions, such as "Where are they?" Eventually, "in the hallway" will be suggested (although the instructor may have to supply the noun if they do not know it). The utterance has now been expanded.



It can be expanded as much or as little as the instructor thinks the group or individual can handle. The primary point to be emphasized is that everything possible is elicited from the students. Structures that the instructor might not have thought the class could handle will emerge naturally (i.e. couldn't, didn't, had to, and so forth). And the structures will be comprehensible because they are based on the content of the pictures.

In a group situation, the members will supply the majority of the words, helping each other. They learn to rely more and more on each other and themselves and less and less on the instructor, thus becoming independent, which is a goal of ESL instruction.

When the first picture is finished, different students (the more advanced students first to let the less confident students hear it several times) are invited to "Tell me about picture one." The speaker will be relying on the picture and the lines the instructor has drawn. Nothing will have been written on the lines yet.

After various individuals have had a chance to describe picture one, they are asked to tell about picture two, and the same procedure is followed with the second picture. At this point, there are lines only; the line representing the past focus is circled by the teacher.

After most of the participants have achieved some fluency with picture two, they are asked to describe pictures one and two together. The same procedure is followed with picture three separately and then in sequence with the first two pictures. Finally, the fourth picture is learned, and the student or individuals in the class practice telling the entire story in sequence. This practice could be done in pairs as well as in a group setting. Learners would use the lines on the board and the pictures as cues. It is usually advisable to encourage the more advanced level learners to tell the story first, which gives the beginners or low intermediate level learners time to hear it and assimilate it.

The next step is to remove the lines, either by turning the board around

or by erasing them. At this time as at previous times, if the speaker falters, allow him or her a little time to think. If he or she cannot remember, others can supply the missing word or phrase. While perfection is not the goal, the exercise needs to be practiced until the past tense or other important grammatical points are included in the student's narration.

At each step, as the story increases in length, the students show a mixture of doubt in their ability and excitement at the challenge. They will be able to handle it because they have had adequate practice after each picture. And when they tell the whole story, their pleasure at their own achievement is evident and rewarding to the students as well as to the instructor.

If the lines were erased previously, students are asked to tell the story again while the instructor draws the lines again. The final step is to invite volunteers to go to the board and write by filling in the lines about each picture.

Three important goals are met with this technique.

1. The instructor speaks a minimal amount.
2. The students are provided maximum opportunity to speak.
3. The students depend more on each other for help in English and less on the teacher, which is, after all, like life outside of the classroom.

What's the Story? can also be used in a variety of other ways. The wall charts or large pictures can be used as a way of practicing speaking to introduce the reading in the students' books. The teacher or tutor can ask the students to look at the pictures and describe what they see either to the group or in pairs. This type of brainstorming encourages students to speak uninhibitedly and develops self-esteem. The students are participating as active contributors to the group. Depending on the level of the group or student, the instructor can make up different guide questions to reinforce and practice what has already been introduced in the class. With a high beginner or low intermediate level group or individual student, these guide questions may be "Tell me about_____." "What do you see?" "What are_____doing?" "Where are they?" With a higher level, the question can be "Tell me about _____." "What do you think they might be saying?" "What will happen next?" "What happened?" The pictures can be presented out of order and after looking at each one, the students can be asked to decide on the sequence of the pictures. Once the students have put the pictures in order, a student or several students can volunteer to tell the story in her or his own words.

Another means of promoting oral practice is to initiate free conversation. This can work well in a tutoring situation or class with intermediate or advanced students. Conversation may connect to a reading or come from the students' interests. Pay attention to what your students talk about to each other or to you before class, during break, or after class. These issues

can make the best topics for conversation in class. You can prepare conversation questions or have the students prepare them in pairs or groups.

Students can interview each other on certain topics and then report back to the whole group. It should be remembered that students will be more likely to participate if the topic interests them.

As students speak, correction should be offered judiciously. The goal is to build confidence; we do not want students to avoid speaking because they are afraid of making a mistake or being corrected. We need to budget our corrections. In particular, we should aim for those errors which are shared by many.

ESL authors have produced many conversation books. The task of making a good selection is consequently difficult. The RDP ESL consultants reviewed many conversation materials and found positive qualities in many of them. The books described below are recommended.

Side by Side (Books 1 and 2) is a popular series we highly recommend for providing grammar-based conversation practice in a structured medium. These books offer clear examples of conversations or short dialogues focusing on one grammar point at a time. Students look at illustrations which follow the conversations and respond by supplying the new structure from their understanding of the picture. The content is close to real-life situations. **Side by Side** can be used with groups or pairs and with beginning, intermediate, or advanced students.

Expressways 1 is another suggested material for real-life conversation practice. A sequel to **Side by Side**, it can be used with high beginners or low intermediate students and is arranged by topics, such as social occasions, communication, transportation, housing, shopping, and employment. The guided conversations are followed by substitution exercises. Students create their own conversation at the end of each lesson. A highlight of **Expressways** is the range of characters presented in the dialogues. There are people of different ages, occupations, and ethnic groups.

Expressways Foundations, a more simplified version of **Expressways 1**, follows **Expressways 1** page-for-page. It can be used with beginning level students. **Foundations** presents model conversations of everyday situations followed by exercises.

COPING SKILLS

Coping skills (also known as survival or life skills) are those practical things we all need to do in daily life. Most coping skills activities fit well into a competency-based curriculum, that is, a curriculum designed to help students with practical needs. The goal is usually to ac-

complish specific tasks (i.e., tell the doctor where it hurts, understand the business hours of a store by reading the sign) rather than to worry about correct grammar.

All four language skills—speaking, writing, listening, and reading—are required. It is important to be clear about what skill is needed for what situation. For example, if the tutor or teacher is teaching the class how to read the information on a bottle of prescription medicine, some pills or teaspoons should be ready for demonstration. The culmination of this lesson would be to have students read different labels and select the right number of pills and indicate the times to be taken by manipulating a clock or identifying a picture of a meal. Speaking is not the goal in the learning of this particular skill—reading is.

Some examples of necessary speaking skills are the following:

1. To state name, address, and other personal information
2. To describe a medical problem
3. To ask for directions
4. To ask the price of an unmarked item

Some examples of listening skills are as follows. These only require an appropriate physical response, not an oral one:

1. To give correct money when told a price
2. To follow directions given
3. To show understanding of time when spoken (i.e. point the hands on a cardboard clock to the time spoken by the instructor)

Some examples of reading skills are:

1. To understand signs on stores indicating business hours
2. To understand clothing and food labels
3. To look up a phone number
4. To understand a time schedule
5. To understand how to take prescribed or over-the-counter medicine

Some writing skills are as follows:

1. To fill out a form
2. To address an envelope
3. To fill out a money order or check
4. To write a short personal note

Most coping skills books contain dialogues and exercises. After the dialogues have been practiced, they can be conducted as role plays for lower level ESL students. There is such a variety of coping skills materials available that sections which teach the same subject, such as going to the doctor, can be extracted from different books and used to reinforce one topic.

We recommend the series **Lifelines** (Books 1 and 2) for the teaching of

coping skills. While there are four books in the **Lifelines** series, we are including only the first two, which will meet the needs of high beginners to low intermediates. The topics include transportation, food, restaurants, clothing, housing, and so forth.

The approach of the books is competency-based; that is, the students are taught useful phrases to accomplish specific tasks, such as asking someone for change or asking if this is the bus for Camden. Two games follow each even-numbered chapter. One is a game of "Concentration"; the other requires matching sentences with pictures. The games are designed to be photocopied and cut into pieces for playing.

Survival English 1 and 2 (beginners to low intermediates) cover such coping skills as community resources (i.e. police, post office), filling out forms, health, and so forth. Each section has vocabulary and short dialogues followed either by pictures used for substitution drills or by written exercises. Book 1 is very basic.

LISTENING

During the last few years, the teaching of listening skills has finally been getting the attention it deserves. Many ESL students have great difficulty understanding Americans in everyday situations. There are various ways to approach listening improvement. One way is to use a picture series which has been used previously for oral practice. After students have finished their oral lesson, the instructor can make some statements about the pictures using words already known to the students. The students will identify the number of the picture about which the instructor is speaking. The instructor might say, "The lawyer and his client were sitting in the courtroom." The students will say, "Number 3." They don't need to say any more than that; they need only indicate their comprehension.

When this kind of exercise becomes too easy, a few unknown words can be added into the sentence. In this case, students will use what they know as a context clue to understanding something new.

Another opportunity to teach listening can occur after a reading passage has been read aloud. The instructor makes statements and the students write "True" or "False" on their paper. This kind of activity can be used with all levels.

Performing tasks in response to listening activities is another way for students to demonstrate their understanding. For example, after the instructor has taught a lesson on giving directions, everyone is given a map. The students are told where to begin; then directions are given to see if they can get to the intended destination.

Another aspect of listening is related to the pronunciation of natural American English. When students find out about sound reductions (i.e., "to" becomes "ta"), omitted sounds (i.e., "Give 'im the book"), elisions (i.e., "Don't you" becomes "Doncha"), they are very surprised and begin to comprehend why it is so difficult for them to understand Americans.

The book **Whaddaya Say?** covers these kinds of spoken forms. It is very important that ESL students have the opportunity to learn how most Americans speak in everyday situations. **Whaddaya Say?** combines teaching the pronunciation of 22 commonly used reductions ("wanna", "gonna", "whaddaya" and more) and listening. Each unit presents the reductions for students to listen to and repeat. The instructor can model the example or students can listen to the tape and repeat. A dialogue follows using examples of reduced forms. Each dialogue has examples of the forms in context. Students listen to the dialogue two or three times and fill in the missing words or phrases. Again, the dialogue can be read by the instructor or played on the tape. **Whaddaya Say?** can be used with low intermediate or intermediate students.

Listening activities can be worked into grammar lessons, also. After several tenses have been taught (i.e., past, present, and present progressive) a hand gesture is assigned to each tense. For example, a thumb over the shoulder will indicate past; a hand moving from side to side in front of the person will indicate the repeated activity of the present tense; and a forefinger pointing straight down in front will indicate the "now" meaning of the present progressive tense.

The instructor will prepare a list of statements and questions using the three tenses randomly. After each one is said, the students indicate with hand signals which tense they understood.

There are often misunderstandings between native English speakers and limited English speakers about time, as expressed by tenses. The following scenario could easily occur at work. The supervisor demands to know, "Why did you change that? I told you before that we already changed it!"

The /d/ sound of "ed" in "changed" is a very subtle one and difficult to hear; therefore, it must be taught. Likewise, the other two sounds of "ed" (/t/ and /əd/) must be taught. Then the drill with the gestures explained previously can be used as described below.

Explain that the difference between the present tense and past tense is very important. The former usually indicates a repeated action and the latter indicates a completed one. The sound indicating this difference, however, is difficult for ESL students to distinguish. The tutor or teacher will say base forms (infinitives) and their regular past tense forms (ending in "ed") randomly. The listeners will indicate their comprehension with the appropriate present or past gesture.

The aforementioned activity is the same as a discrimination drill which will be described in the Pronunciation section. In the latter section the numbers 1 and 2 are used instead of gestures. Here, however, the goal is to understand the tense the speaker is using, whereas, in the Pronunciation section, the goal is to help improve the student's pronunciation by first assuring that she or he can distinguish the sounds aurally.

Total Physical Response (TPR) is a whole method of teaching English (or any language) based solely on providing a long initial phase of listening. The instructor gives commands (politely, of course) like "Stand up, sit down, go to the door". This method is based on the theory that people learn a second language in a similar fashion to the way they learned their first language as babies. For the first few years, babies listen to those around them and observe their actions. They seem very passive, but really they are taking everything in and processing all of the input. After a period of processing, the babies begin to speak.

We also recommend **Before Book One, From the Start** and **Listen to Me!** as good listening books with useful exercises.

Before Book One, designed for beginners and low literacy students, supports the idea that developing listening comprehension skills is necessary before developing oral skills. This book can be used with students who have heard little or no English. The exercises focus on having students demonstrate their comprehension of numbers, times, clothing, and body parts. Students exhibit other comprehension through non-verbal responses.

From the Start is for beginners. Each word or phrase is represented by a photo in the text. Useful language is presented including numbers in the context of money and phone numbers and also arrival times and gate numbers at an airport. The introduction clearly explains the format of the book.

Listen to Me!, for high beginners, offers excellent listening comprehension practice within a real context. Units are well organized around a narrative. A full page illustration appears before each unit to introduce the theme. This book provides adult topics for beginners while using limited vocabulary and basic structures. The narratives are written in the back of the text so they can be read if the tape is not available.

READING

The goals of conducting reading activities in the ESL class are:

1. To improve comprehension
2. To show new readers and remind those who read in their own language that they can derive enjoyment from reading in English

3. To demonstrate how reading can help students meet daily needs like reading store signs, medicine labels, and other practical information.

Most of the books we recommend help achieve the first goal. They include excellent suggestions to the instructor. They also have exercises to help develop comprehension skills. They provide pre-reading warm-up activities. These kinds of exercises stimulate the reader to focus on what he or she already knows about the forthcoming subject and to relate the information to his or her personal life, if possible. For example, if the subject is going to be the relationship of a mother and her teenage children, the instructor might start off by asking:

1. Who has teenage children?
2. What are some of their problems?
3. When you were a teenager, how did you act toward your parents?

Such pre-reading activities are so important that instructors should prepare them for any materials which do not provide them. If there is a picture preceding the reading, students can be asked to describe what they see. The picture can give clues to help readers predict the content of the reading. Such pre-reading activities improve reading comprehension.

Most of the books we recommend contain guide or preview questions which help the reader predict what the reading will be about. To test comprehension, there are true and false questions about the factual content, and there are inference questions to develop this skill of reading between the lines.

There are also other kinds of comprehension questions. Some ESL books which we did not recommend use only inversions of statements that appear in the reading passages. The students are instructed to answer in complete statements, and the resulting responses are stilted. For example, a question might ask, "Does the woman have three children?" The expected answer is, "Yes, the woman has three children." Instructors are encouraged to use a variety of materials to teach reading comprehension, rewriting exercises where necessary so that they are as useful as those in the recommended books.

The following are examples of good questions for getting students to demonstrate their comprehension using natural language. For example: "Tell me about the landlady." This appropriately requires an answer in a complete sentence. The student could answer: "She lives with a friend. Her husband is dead. She has no children." The exercises also present "or" questions which usually require a complete sentence answer also. For example: "Does she live alone or with someone?" "She lives with a friend."

Instructors would be well-advised to use these kinds of questions when preparing comprehension questions for other reading materials because the

answers they require indicate whether a student really comprehends a reading passage or has merely learned to parrot the words.

In addition, in the recommended books important vocabulary words and idioms or expressions are highlighted and exercises are provided to reinforce their retention. Students should be encouraged to use context clues before resorting to a bilingual dictionary or asking the instructor.

Finally, the recommended books include interesting oral- and written discussion questions. This integration of oral and written activities into reading lessons will keep the lessons lively and will enhance comprehension. If the reading books being used do not have such an integration the instructor can use the reading as a springboard for discussion, writing, or listening activities of his or her own devising. Such exercises are not sidetracks; they are means by which we add to the students' knowledge and understanding.

There are many interesting reading books currently being published for ESL students. Only a few are recommended here. We have had direct experience with some of these books and know that the content engages students' interest very successfully. By choosing high interest adult materials, we help achieve the second goal of reading activities for ESL students—that of allowing our students the chance to enjoy reading English.

No Hot Water Tonight (for high beginners to low intermediates), for example, has characters and situations to which most adults can relate. Students from countries thousands of miles apart have recognized the "Mrs. Gold" character—the good-hearted older woman who watches the street from her window and knows what everybody is doing and when. Everyone can relate to the problems of a single working mother trying to handle a resentful, rebellious teenage son. The chapters dealing with renting an apartment and getting repairs made are of universal interest. The chapter about the young single working women who go to a singles' bar is another favorite and gives students a slice of real urban American life.

Good Days and Bad Days (for high beginners to intermediates) deals with personal feelings in situations common to all newcomers—taking the wrong bus and getting lost, using English on the telephone for the first time, experiencing frustration in the ESL class. After using this book, the instructor will notice a deeper rapport with students resulting from the process of admitting that we all—tutors, teachers, and students alike—have similar feelings whether we express them or not.

True Stories in the News is another highly recommended selection (high beginners to low intermediates). It contains short and amusing readings of human interest. Each story is preceded by a clear black and white photograph accompanied by pre-reading discussion questions. There are other excellent exercises for vocabulary expansion, comprehension, discussion and writing. These stories, adapted from magazines or newspapers, provide enjoyable

readings for adult students.

Spaghetti, Again? (high beginners to low intermediates) is set in a small Pennsylvania town. The story depicts the ups and downs of a widow coping with her loss, her own goals, and trying to raise three good-natured, sometimes quarrelsome teenagers. Pre-reading exercises enhance the students' familiarity with the themes about which they will be reading. There are also comprehension and vocabulary activities.

For adults who cannot read at all in English and/or their native language, we recommend the use of the series **Entry to English, Books 1-4**. The Teacher's Guides for each level are necessary; they include instructions for presenting the material. The format of each book is very simple, uncluttered, and easy to follow. The series begins with learning numbers and printing the alphabet. It then progresses to pre-literacy skills followed by phonics exercises. There are also coping skills presented at a very basic level. These skills include understanding the calendar; telling time; filling out a form; and understanding prescription labels, doctors' appointment cards, and the names of various jobs.

The third goal, mentioned earlier, of helping students read to meet daily needs is met in part by the coping skills content in **No Hot Water Tonight**. This book includes chapters on hunting for an apartment, renting an apartment, asking the landlord to make repairs, buying on the installment plan, being admitted to the hospital and other topics. The coping skills books, which are recommended in the Coping Skills section, help meet the other practical reading needs of ESL students, such as understanding signs, labels, and schedules.

PRONUNCIATION

Many ESL students have a need to improve their pronunciation. It can be a very serious problem for some. There are countries, such as India and the West Indies where much of the population speaks English but with an accent different from an American accent. When people move to the United States from these countries, they are sometimes unsuccessful at obtaining jobs which deal with the public, such as secretarial positions, because of their accents.

Regardless of their native country, many people with high level skills like doctors and psychiatrists often do obtain employment. However, they frequently come under criticism from patients who claim they cannot understand the doctor because of the accent. In universities, teaching assistants from other countries have received complaints from students and even negative publicity in the newspapers for the same problem of unclear pronunciation.

For those people just learning English as a Second Language, achieving clear pronunciation is one more hurdle added to understanding, grammar, vocabulary, idioms, word order, and fluency.

Pronunciation can be taught specifically as a whole lesson or as the need arises. In regard to teaching whole lessons we recommend the book **Speak Up**. It would be appropriate for students around the high beginner to low intermediate level. It contains both pronunciation and listening activities.

The pronunciation activities in **Speak Up** deal with consonant and vowel sounds, stress, intonation, and reduction of sounds. The last three items are explained in more detail below. The listening activities involve the students in answering several multiple choice comprehension questions after listening to conversations on the tape (or read by the instructor from the tapescript).

Pronunciation lessons can be taught on the spur of the moment also. It is better to wait until a pronunciation problem arises spontaneously. If a brief interruption of five minutes or so would not disrupt the flow of the lesson, then the instructor can stop and do a short pronunciation lesson.

To help instructors design effective lessons, we offer the following principles and suggestions. Before someone can pronounce a sound correctly, he or she must be able to hear it. ESL students will often pronounce two different words the same way. When it is called to their attention, they say, "I can't hear the difference!" If students hear the difference, their chances of pronouncing words correctly are improved. In addition, their understanding of American speech will be enhanced.

The following is an illustration. The students are trying to say "might," but it comes out sounding more like "mate." And since several students are having the same problem, it is a good time to stop. The main problem is with the vowel sound in the middle. The instructor will put the following on the board (or paper) and do a *discrimination drill*. A discrimination drill is used for a word or sound being pronounced in such a way that it sounds like another word or sound.

1	2
might	mate

The instructor will say, "I will talk. You will only listen. Don't talk. If you hear 'might' show me one finger. If you hear 'mate', show me two fingers. Before I begin, listen. (The instructor points to #1 and models it for them and then does the same with #2.) Now we'll begin."

Then the exercise proceeds. The instructor calls out one word or the other at random, and the students will put up one or two fingers. They should be discouraged from calling out the number. The use of fingers gives the instructor the best chance to see which people are having the most trouble

hearing the sounds. The instructor can see if people are just looking around and copying the others. If the exercise is kept light and fun, the participants will be willing to risk making a mistake. If the trouble persists, the instructor can pronounce the words clearly again and repeat the drill.

The two words being used are called minimal pairs. Only one sound is different between them. Other minimal pairs can be employed but (in this case) the two middle vowel sounds must be kept the same, for example:

Mike—make
sight—sate
fight—fate
mile—male

The same kind of discrimination drill is conducted with the other pairs. The instructor should not get diverted into explaining the meanings of the words. If someone asks and it is easy to explain, the instructor can go ahead, but it is better to say, "Don't worry about the meanings. Just think about the sounds now."

Minimal pairs can be done with short sentences, too. For example, in natural speech, the "h" of "he" is dropped in the question, "What's he doing?" The "s" is elided (combined with) the remaining "e" sound. Some students can't distinguish the differences between that question and "What's she doing?" The two sentences can be written on the board in the same way as the other minimal pairs. The tutor or teacher will explain about the elision and omitted "h" sound and will proceed with the discrimination drill.

1	2
What's he doing?	What's she doing?

The other aspects of pronunciation that an instructor should be concerned with are stress, intonation, reductions and the aforementioned elisions.

During any oral lesson, the instructor will come upon one or more sentences over which students are stumbling. One is chosen and written on the board. For example:

He went to the other bank.

The student or class is asked, "Which words get the stress?" The first time, they may not understand what is meant. The instructor will add, "Which words do we say strongly?" ("Strongly" is emphasized with a strong hand gesture. After this kind of exercise is practiced a few times, they will know just what to do.)

Different people will begin to guess. The instructor puts a stress mark on the words as they get it right. It is surprising how often they do get it right.

He wént to the óther bánk.

Then the instructor will call attention to the fact that the words that do not get stressed are usually reduced in sound. In other words, the sounds get smaller. For example, "to" becomes "ta."

He went to the other bank.
ta

Next, the class is asked if native speakers slide any words together. (A gesture is made of joining the fingertips of the two forefingers together). This is an elision, although the students do not need to learn the technical word. As the students call out where the elisions are, the instructor marks them on the sentence.

He went to the other bank.
ta

Finally, the instructor asks, "What is the intonation of your voice? The first few times she or he can add, "Do we go up or down?. . .Where?" If nobody knows, the instructor will indicate with a line, the upward and/or downward intonation:

He went to the other bank.
ta

The class should be told that generally the intonation goes up at the end of Yes/No questions and down at the end of statements, "wh" questions (what, where, when, and so forth) and "or" questions, i.e., "Do you want coffee or tea?"

If this kind of exercise is done regularly, the students will become very good at learning the tricks of English pronunciation. It is always better to try to draw the answers out of them if possible. They will be heard mumbling the sentence to themselves and that is the goal. They are trying to monitor their own pronunciation and to figure out how it should sound. The exercise is finished by saying the sentence normally and letting them repeat it.

This technique should be practiced at home until the tutor or teacher is comfortable. Native speakers of English do these things correctly without thinking. It is just a matter of consciously focusing in this new way.

We recommend **Whaddaya Say?** as the text which can be used to teach some of these skills. It reveals the mysteries of "Whaddaya (What do you. . .) "D'ya" (Do you. . .) "gonna" (going to - future) "wanna" (want to) "haf ta" (have to) "give'im" (give him) and so forth. It is important to note that it is not imperative that students say "gonna" and "wanna." If they choose to, that is fine. But it is essential that they understand these forms when they hear them.

Some instructors may worry that they are teaching incorrect English. In fact, they are teaching natural English used by even the most educated Americans in all but perhaps the most formal situations. If there are still doubts, the tutor or teacher should monitor herself and a friend when talking. Unless they are unique, they both speak with these same reductions, elisions, and omissions.

To increase fluency, there is a technique called a *backward build-up.* After

going through the aforementioned steps, the instructor will say the last word of the sentence and gesture for the class to repeat as outlined below:

					bank.	(They repeat.)
Now model:						
				other	bank.	(" ")
Next:						
			the	other	bank.	(" ")
Continue step by step:						
		to	the	other	bank.	(" ")
	went	to	the	other	bank.	(" ")
He	went	to	the	other	bank.	(" ")

Doing the sentence backwards helps keep the stress and intonation correct. The process is repeated a few times until the speakers are saying it smoothly. This technique can be used on any sentence with which students are having trouble. It might be useful, for example, in helping students pronounce a difficult sentence in a dialogue.

WRITING

Many instructors have questions about the place of writing in the adult ESL class. They wonder if writing should be a priority and what kind of writing should be taught. One way to find out is to ask students in what situations they need to be able to write.

We have divided writing into two categories:

1. Some people will have practical writing needs, such as the ability to fill out forms.
2. Some people will need to be able to compose. These compositions could vary from short personal notes (i.e. a thank you note or an explanation of absence to the ESL teacher or a child's teacher) to essays, research papers, and reports in academic situations or white collar jobs.

Practical writing needs, such as filling out forms, addressing an envelope and filling out a check or money order can be met by using coping skills books (see the section on Coping Skills). An instructor can also develop specific lessons to meet the stated needs of his or her students.

In regard to composition, we offer the following considerations and recommendations of materials. Many ESL books include written exercises. These are very helpful to students who remember things better when they write them. Exercises also provide material for home study and review. However, writing exercises should not be confused with compositions.

Some books are called composition books (i.e., controlled composition) but they deal mainly with grammar, which is only one aspect of writing. Other writing books emphasize sentence combining and other manipula-

tions of sentences or phrases. These may be helpful to some students, but if the goal is to teach real composition, then materials will be needed which deal with organization, topic sentences, paragraph writing, supporting detail, different styles of writing such as comparing and contrasting, and so forth.

Idea Exchange I, for high beginners-and low intermediate students, presents 10 units of pre-writing, pre-reading activities, illustrated readings written by students, exercises, writing instructions, and post-writing activities. Students learn to do journal writing. They use personal topics as subjects for their compositions. Pair work is strongly encouraged.

If class time is limited, then writing is probably a lower priority than speaking, listening, and reading. However, the following are some suggestions for generating writing activities. The Language Experience Approach has been described in the ESL Literacy section. To use this approach the student or class dictates a story, perhaps about a recent class activity or other event, and the instructor transcribes it. For beginners, the teacher does not correct. However, as the members of a low intermediate class dictate and leave out a word the instructor will put a line where the missing word would go in the sentence and ask what should go there. This is a particularly good activity for low intermediates.

Some instructors encourage their students to keep a daily journal. Practitioners vary in the amount of correction they do. The main goal is to overcome writing blocks and get people writing. In their journals, the students should write from 5 to 15 minutes and not worry about correctness. The goal is to get the ideas and words flowing. They can write about anything, and their confidentiality should be respected.

Students can write from the information on a grid or matrix they have been using in class. These activities are explained in the Conversation and Grammar sections. Likewise, if reading material has produced some interesting discussion, learners could be asked to write about the issue. They can do the writing in class, but it is preferable to have them write at home. Class time can be devoted to areas where a teacher's immediate input is needed.

There are many ways to handle correction. Some practitioners use symbols in the margin representing the kinds of errors—for example, subject and verb agreement, spelling, or verb tense. Others believe it is better to focus on one or two major recurring errors rather than to overwhelm students with the quantity of errors that will inevitably be there.

IDIOMS

Idioms (including two or three word verbs) present one of the last stumbling blocks to getting the hang of English. Some students may be catching on to grammar while others are thrown for a loop. They may be

getting a handle on pronunciation. New vocabulary may be sinking in, but if the students do not get idioms, they may get on their teacher's nerves and the latter may blow her stack.

Native or near-native speakers of English had no difficulty understanding the previous paragraph. The aforementioned idioms and hundreds more are taken for granted. They are used in everyday speech and newspapers. But ESL students feel very perplexed by them initially.

After some months of sorting out the basics of English, lower intermediate students can begin to profit from studying idioms. Naturally, the more advanced level students can integrate idioms more easily into their prior knowledge.

Idioms are ways of saying things which can always be said without an idiom. For example, we can say, "He got the hang of it." But we could just as well have said, "He understood it." So while our students can say the latter, it will take them a long time to be able to say the former—the idiom. Indeed, some people never develop the confidence to use idioms orally.

There are many idiom books available, some organized in unique ways, but all offering much the same format. There is a dialogue containing the target idioms followed by various written exercises. These exercises should be done orally as well as in writing.

The majority of idiom books neglect teaching the skill of being able to understand spoken idioms. Tutors and teachers will therefore need to develop their own exercises. For example the teacher can assign a simple word as a synonym to each idiom being studied (i.e. get the hang of something-understand). The pairs are written on the board. The instructor will make up some sentences using the idioms, and will say them out loud. The student will write the synonym to demonstrate comprehension.

We recommend **Idioms in American Life** for low to high intermediate students. Of the many books reviewed, it has the clearest format and best choice of idioms. The content is up-to-date. Each lesson has a dialogue using the idioms. There are fill-in-the-blanks, definitions, and personalized question and answer exercises. **Essential Idioms in English**, already in the RDP collection, is appropriate for the higher intermediate to advanced levels.

GRAMMAR

There are conflicting views about the value of teaching grammar. Some practitioners believe it is an orderly way to learn a language. It is hoped that once the learner has been armed with the rules of a language, he or she will be able to apply these rules to new situations.

Other experts in the field urge ESL instructors to eliminate or at least place less emphasis on grammar. Practitioners are urged to use the more accepted approaches, such as those which expose the students to heavy doses of listening (Total Physical Response) or require the student to master various functions, for example, apologizing and asking for clarification (the functional-notional approach).

But many ESL students, especially those who have previously studied English in traditional classes, request grammar. When this happens a portion of class time can be used for teaching grammar rules and the pages of written exercises can be assigned for homework.

During class time, the other skills can be taught with a grammar focus. The matrix and grid exercises described in the section on Conversation can be used to teach one structure at a time. Two of the books recommended in that section, **Side by Side** and **Expressways**, are grammar-based. The instructor may wish to draw attention to the grammar taught in these books by explaining the rules on a more conscious level, because the teaching of grammar in these books is very subtle. Many students fail to grasp the further applicability of the grammar presented so this, too, could be emphasized by the teacher. The Conversation section of this guide also demonstrates how **What's the Story?** can be used to emphasize the past tense and other structures.

In the Listening section, we suggested using a discrimination drill between the base form and "ed" past tense endings of regular verbs. In this way, the students can aurally distinguish between the present and past tense.

1	2
learn	learned
1	2
kiss	kissed

Additionally, it could be useful to practice with minimal pair sentences where only the verb is different.

1	2
I learn English.	I learned English.
1	2
I kiss him.	I kissed him.

A discrimination drill could be designed around the future tense with "going to."

1	2
I'm going to school.	I'm going to go to school.

1	2
I'm going to a restaurant.	I'm going to eat.

Another example of a listening activity based on grammar could be done on the future tense with "will." The contracted form is difficult for ESL students to hear. It can be contrasted with the base form which indicates the present tense. Two examples follow:

1	2
I'll go there.	I go there.

1	2
I'll see her.	I see her.

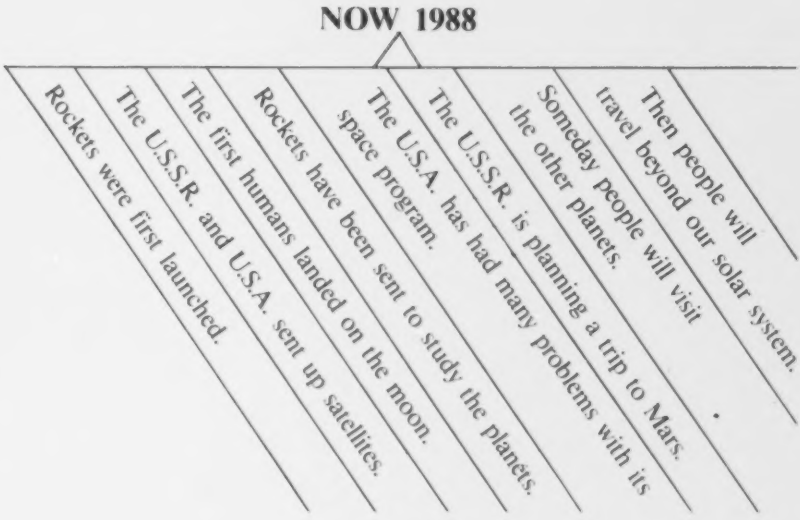
Writing assignments can be designed around various grammar points. For example, after students have practiced describing a picture series in the past tense (as outlined in the Conversation section) the instructor can ask the class or individual to write the story. Also in the Conversation section, we described the use of a grid to guide the oral production of a particular tense or other grammar point. In that example, the students are practicing the present tense with the verb "have" and are telling what they have or don't have in their wallets. After they have had adequate time to practice orally, the teacher can direct the students to write a paragraph about the contents of her or his own wallet and those of a classmate. Maria's paragraph might look like this: "In my wallet I have a photo of my family, and I have a driver's license; I don't have a work ID card, and I don't have a library card. Thanh has a photo of his wife, and he has a work ID card. He doesn't have a library card, and he doesn't have a driver's license."

Controlled composition texts or assignments can also be used to combine writing and grammar. First, a reading is presented. Then the student is instructed to change the gender or number of the characters or to change the tense or to make various other changes. By changing the gender of the main character, for example, other changes in subject, object, and possessive pronouns must also be made accordingly. The following is an example: "Mr. Abbott went to the school at 3:30 to pick up his son and daughter. He got there early so that he could see them when they came out."

Instruction to the student: Change Mr. Abbott to Mrs. Abbott. The student will write: "Mrs. Abbott went to the school at 3:30 to pick up her son and daughter. She got there early so that she could see them when they came out."

Reading exercises can be designed around a specific grammar point. Students can be instructed to read a passage and identify and list all of the object pronouns or comparatives or past tense verbs (regular and irregular) or future tense and so forth.

A *time line activity* can be used when a reading passage is appropriate. The practitioner prepares a time line (as shown in the example which follows) and draws a number of diagonal lines to match the number of events selected for the activity. "Now" is indicated in the appropriate place. This sheet is then copied and distributed to the class members. The events to be used will also be listed although not in chronological order. The students are then instructed to write the events on the diagonal lines in the correct chronological sequence according to the passage. Their ability to do this activity will depend on their firm grasp of the various tenses used. For example, the sentences with "will" must be placed to the right of the "now" point.


NOW 1988
Rockets were first launched.
The U.S.S.R. and U.S.A. sent up satellites.
The first humans landed on the moon.
Rockets have been sent to study the planets.
The U.S.A. has had many problems with its space program.
The U.S.S.R. is planning a trip to Mars.
Someday people will visit the other planets.
Then people will travel beyond our solar system.

In the area of grammar we are recommending Books 1, 2 and 3 of the series, **Grammarwork,** which actually consists of 4 levels. The first 3 can be used with beginners through advanced students. We like the clear and concise format. Each page gives a short grammatical explanation followed by oral and written practice. There is another section included in each unit, "Make It Work", which applies the grammatical forms to a more personalized situation. For example, after an exercise using the past tense, students are asked a series of questions about their first job. This book allows for group, pair, or individual instruction. Exercises can be taught in order or as needed. Answers are given in the appendix. **Grammarwork** goes well with other series, such as **Side by Side** or **Lifelines**.

PRE-VOCATIONAL

In the past, pre-vocational texts usually concentrated on how to get a job — reading want ads, using an employment agency, and having a job interview. While these skills may still be useful to teach to students, recent research indicates that many ESL students get jobs through their network of friends. Perhaps for this reason, the more recent pre-vocational materials concentrate on the language skills needed for keeping a job and for obtaining promotions.

These language skills are often called "language functions." Some examples are: asking for clarification when someone has said something, asking for help, getting someone to explain an error, apologizing, and making small talk. These language functions cut across all jobs — white collar and blue collar.

Teaching language functions is an example of a communicative competence approach. The focus is not on grammar. Rather it is on whether the workers can get their supervisors to clarify the instructions so the workers can successfully complete their work (communicative competence). The alternative is that they shyly, silently do what they *think* the supervisor may have said. This often results in criticism, anger from the boss, or even getting fired.

It is our recommendation that pre-vocational ESL students also receive a well-rounded general ESL program; otherwise, learning the language functions would be like trying to memorize a phrase book. For this reason, most pre-vocational ESL books are aimed at those students who are above the beginning levels.

Many language functions are culture bound. The American supervisor would much prefer that the worker ask for clarification rather than waste time doing a job incorrectly and have to do it again. But in the student's country this might not be the appropriate thing to do, or the person may simply feel shy about speaking English. ESL students must be helped to understand these cultural facts as they apply to language functions.

In addition, learners need to know how to socialize comfortably with their co-workers. They need to learn how to talk about the weather and inquire about a co-worker's family or weekend activities. These are also culturally bound language functions.

People from other countries, moreover, need information about workplace safety, unions, company policies, and discrimination or other unfair labor practices.

One book we recommend is **Speaking Up at Work.** Its format is very clear and it is easy to follow. This low intermediate to intermediate book teaches pre-vocational language functions and information needed on any

job, such as calling in sick, offering help, getting work checked, safety, and benefits. There are many exercises moving from controlled responses to role plays using natural language.

Another recommended book is **ESL for Action — Problem Posing at Work.** Besides describing language functions, it contains information on such topics as immigration and workers' rights, and provides opportunities for learners to relate to issues personally as a step toward making change. These activities are based on theories of Paolo Freire, the famous Brazilian educator.

CITIZENSHIP

Often, there are people in an ESL class who want to prepare for the United States citizenship examination. Some of these people may have a genuine interest in understanding American history and the workings of the American governmental system. They are also under pressure to "pass the test."

A Handbook for Citizenship is a very practical, goal-oriented book to help people pass the citizenship examination. The text includes thirty of the most frequently asked questions as well as pertinent descriptions of government. There are exercises after each unit.

The Immigration and Naturalization Service examiner asks the applicants questions which must be answered orally. The applicants are asked to write only a sentence or two in simple English. Most of the practice, therefore, should focus on understanding and answering the questions.

Students who are interested in a more thorough knowledge of United States history and government may be given any of the selection of books on these subjects in the RDP collection. It is also recommended that all ESL students, as they become U.S. citizens, be encouraged to vote and be given information about voting registration and procedures.

TESTING

Testing can be used for placement, diagnosis, and progress. If an ESL program has many classes and levels, then it is important to make sure that the placement testing is done consistently. For example, if different people administer a test, they should administer and grade it by the same standards. Testing should, ideally, be done by someone who knows English well and knows what constitutes an acceptable answer.

The placement test should also be short so the student is not frightened away. Also, if a person is having trouble with the test he or she should not be forced to complete it. The experienced tester will probably be able to tell where such a student should be placed.

Placement tests should reflect the curriculum for the planned class. For example, if the class emphasizes conversation, then an oral test should be administered, not a written one.

An oral placement test which uses pictures and has the person tell a story in the past, in connected sequence, is usually very revealing of what that person can already say. For example, experienced testers listen for connectors, such as "After that. . .", and the use of the past tense or lack of it. Good placement testing will make the classes more satisfying for the students and tutors or teachers.

Tests used for diagnosis help to identify what the student already knows and what he or she needs to study. A wide variety of tests are available to diagnose student needs, but in general, it is preferable to avoid standardized tests and use, instead, informal measures of student needs.

When a test is used to measure progress, it is important that the test reflect what has actually been covered in class. Tests should not be given too often. The students can correct their own tests as the instructor gives the answers. The latter can walk around and look at their results. This may help eliminate the feeling of pressure and competition.

We would urge programs to use a minimum of progress testing. For adults who have had negative schooling experiences as children, tests conjure up bad memories. Listening, reading, writing and even oral activities in class will give the instructor many opportunities to monitor a student's progress. Therefore, unless a program requires giving a grade or keeping strict records, testing should be kept at a minimum.

ACTIVITIES

Activities are games or exercises used to change the pace of classroom or tutorial study. They should be fun and different from the usual routine. They are not used for teaching new skills; rather, they are for practice and reinforcement of previous work.

For good ideas for activities, we recommend **Games and Butterflies.** It organizes activities by language skills — listening, speaking, and so forth. Any of the numerous activities can be adapted to reflect the need of a tutoring session or class at a particular time. Tenses can be changed, for example, or activities made easier or more difficult. If time is a problem, students can be enlisted to help do the work involved in preparing a game.

These activities are a good way to review a lesson. They should be done in the spirit of fun. Many students really enjoy them. Their involvement and enjoyment are obvious. Fun, not competition, should be the aim of activities.

One suggestion for a beginner's class is the card game "Concentration". Using index cards, stick figures are drawn on each card representing the present progressive tense; there are 2 identical cards for each action. Each student turns over 2 cards and describes them, for example, "He's cooking. He's running... Different." The next player turns over two cards, trying to find two which are the same.

Another suggestion is a form of bingo called "Verb-o" because the cards (enough for one for each player) are covered with irregular past tenses and base forms (infinitives) of verbs.

Once instructors have had some experience with activities, they and their students may want to invent their own games.

VOCABULARY

Some practitioners recommend that little time should be spent on teaching noun vocabulary. Students can do that on their own in many ways. For example, they can use a bilingual dictionary, ask a friend, and so forth. Students need the instructor and class time for the more difficult things — for example, verb tenses and listening exercises.

Other practitioners teach a lot of vocabulary, especially to beginners, in the context of structures or coping skills. They teach, for example, the parts of the body in the context of a structure like "My leg hurts." During the practice, other parts of the body will be substituted for "leg." It is important to make the meaning of vocabulary clear with pictures or realia (real things) when vocabulary is taught in a class or tutoring session. Most practitioners agree that the teaching of lists of vocabulary words should be avoided.

When teaching a picture series, the instructor supplies new vocabulary (nouns, verbs, and other parts of speech) as they are needed. It has been found that people remember best the words which they need to know.

CONCLUSION

We have presented a description of approaches and methods of teaching ESL, suggestions for creating a comfortable atmosphere for students, and ways of identifying and working with ESL literacy students. We have also included a description of recommended materials and specific ways in which they may be used in a classroom or tutoring situation. We hope this guide will help you in your specific teaching situation and give you encouragement to build a supportive learning environment for you and your students.

APPENDIX 1

READER DEVELOPMENT COLLECTION

The Reader Development Program of the Free Library of Philadelphia provides materials written on the eighth grade level or below to individuals and organizations in Philadelphia that are teaching basic reading skills and ESL skills to adults. The materials are primarily in paperback and are provided on a consumable basis for use with out-of-school adults and young adults who are 14 years of age or older. Workbook materials may be written in by the student. Materials are provided in quantity to non-profit organizations doing Adult Basic Education (ABE) and English as a Second Language training. In order to receive free materials, eligible borrowers must be Philadelphia residents or individuals paying Philadelphia taxes.

The opportunity to see the collection of recommended ABE and ESL materials (over 500 items) is available to adult educators and ESL specialists from any location. Interested individuals may call the Reader Development Program for an appointment to inspect and evaluate the RDP Demonstration Collection.

The grid in Appendix 2 displays the ESL books we have recommended for inclusion in the Reader Development Program Collection. The books recommended as a result of this project are in **bold print**. The intersection of the skill area and level should be consulted to find appropriate materials for ESL students.

RDP purchases multiple copies of all recommended materials. Based on the level of funding, these books will be available to eligible individuals and programs in Philadelphia. Local programs should call the Reader Development Program to check on the availability of materials and to make an appointment to see the materials.

Some ESL materials have accompanying tapes. The Reader Development

Program regrets that it cannot provide these tapes due to financial constraints, but interested individuals and programs may purchase tapes from the publishers. Materials in this curriculum guide can all be used without tapes. Some include a tapescript which tutors or teachers can use to do the speaking themselves.

Instructors choosing new books for their students should keep the following information in mind. In our choices of materials, we purposely did not select many advanced level books because ESL programs served by RDP do not teach many students at the advanced level.

We urge those who are choosing materials to be aware of another issue concerning the level of a book. Practitioners who know their students (or have a clear idea of the level of new students) should examine books carefully with the students in mind. Instructors should imagine how they would present some of the lessons and whether the lessons would be appropriate for their students.

It is important not to be misled by the level claimed by the book itself. The authors' ideas of a particular level might be quite different from the same level in the tutors' or teachers' programs.

APPENDIX 2

GRID OF ESL MATERIALS*

Category	Beginner (illiterate)	Beginner (literate)	High Beginner	Low Intermediate	Intermediate	Advanced
CONVERSATION		**Expressways Foundations** Side by Side Bk. 1		Bk. 2		
			Expressways Bk. 1 A Conversation Book 1			
				What's the Story? Bk.1	**Bk. 2**	**Bk. 3**
COPING SKILLS		**Survival English Bk. 1**	**Bk. 2**		**The Immigrant Experience**	
			Lifelines Bk. 1	**Bk. 2**		
			Emergency English Workbook & Tutor's Handbook	Looking at American Signs		
LISTENING	**Before Book One**	**From the Start**		**Whaddaya Say?**		
			Listen to Me!			
READING	**Entry to English Bks. 1-4**		No Hot Water Tonight **Spaghetti, Again?**			
				Good Days and Bad Days		
	Laubach Way to English ESOL			**True Stories in the News**		

107

103

PRONUNCIATION				**Speak Up**		
WRITING	Handwriting Workbook: Manuscript (printing) Improving Your Handwriting (cursive)			**Idea Exchange**		
IDIOMS				**Idioms in American Life**	Essential Idioms in English	
GRAMMAR			**Grammarwork Bk. 1** English Step By Step with Pictures	**Bk. 2**	**Bk. 3**	
PRE-VOCATIONAL				**Speaking Up at Work**	**ESL for Action**	
CITIZENSHIP				**A Handbook for Citizenship**		
ACTIVITIES	Games and Butterflies					
VOCABULARY	Oxford Picture Dictionary of American English					

* Titles in **BOLD** print were reviewed and selected as a result of this project.
Light print indicates titles already in the RDP collection.

APPENDIX 3

BIBLIOGRAPHY OF CURRICULUM MATERIALS

Before Book One: Listening Activities for Prebeginning Students of English plus Teacher's Guide. John R. Boyd and Mary Ann Boyd. Prentice Hall Regents, 1982.*

A Conversation Book: English in Everyday Life Book 1, sec. ed., Prentice Hall, 1985.

The Emergency English Workbook and **Emergency English: A Handbook for Tutors**. Martha A. Lane. Kendall/Hunt, distributed by Sun Belt Literacy, 1982.

English Step by Step with Pictures, rev. ed. and **English Step by Step with Pictures Workbook**. Ralph S. Boggs and Robert J. Dixson. Prentice Hall Regents, 1980-3.

Entry to English: English as a Second Language. Books 1, 2, 3 and 4 plus Teacher's Editions 1, 2, 3 and 4. Kathleen Kelley Beal. Steck-Vaughn, 1982.

ESL for Action-Problem Posing at Work. Elsa Roberts Auerbach and Nina Wallerstein. Addison-Wesley, 1986.

Essential Idioms in English, new rev. ed., Robert J. Dixson. Prentice Hall Regents, 1983.

Expressways: English for Conversation 1. Steven J. Molinsky and Bill Bliss. Prentice Hall, 1988.

Expressways: English for Conversation-Foundations. Steven J. Molinsky and Bill Bliss. Prentice Hall, 1988.

From the Start: Beginning Listening Book 1. Jann Huizenga. Longman, 1987.*

Games & Butterflies. Katherine Kennedy and Ellen Sarkisian. New Readers Press, 1979.

Good Days and Bad Days. Maybeth Conway-Cassidy and others. Developed and published under a Health and Human Services grant to the New Jersey Office of Adult Basic Education, Department of Education, n.d.

Grammarwork: English Exercises in Context. Books 1, 2, and 3. Pamela Breyer. Prentice Hall Regents, 1982.

A Handbook for Citizenship, rev. ed., Margaret Seely. Alemany Press, 1980.

Handwriting Workbook: Manuscript. Walter B. Barbe. Zaner-Bloser, 1977.

Idea Exchange I. Linda Lonon Blanton. Newbury House, 1988.

Idioms in American Life. Julie Howard. Prentice Hall, 1987.

The Immigrant Experience-Interactive Multiskill ESL. Dennis Johnson and Joan Young. Prentice Hall Regents, 1987.*

Improving Your Handwriting: Imaginary Line Handwriting Series. Rebecca Mae Townsend. Steck-Vaughn, 1978.

Laubach Way to English-ESOL plus Teacher's Manual; illustrations for Skill Books 1 and 2; Skill Books 1 and 2. Jeanette D. Macero. New Readers Press, 1977.

Lifelines: Coping Skills in English. Books 1 and 2. Barbara H. Foley and Howard Pomann. Prentice Hall Regents, 1981-2.

Listen to Me! Beginning Listening Comprehension. Barbara H. Foley. Newbury House, 1985.*

Looking at American Signs: A Pictorial Introduction to American Language and Culture. Jann Huizenga. Voluntad, a subsidiary of National Textbook Co., 1985.

No Hot Water Tonight, 2nd ed., Jean Bodman and Michael Lanzano. Macmillan, 1986.

Oxford Picture Dictionary of American English, Monolingual Edition. E.C. Parnwell. Oxford University Press, 1984.

Side by Side: English Through Guided Conversations. Book One and Book Two. Steven J. Molinsky and Bill Bliss. Prentice Hall, 1980-1.*

Spaghetti, Again? A Beginning Reader in English. Jean W. Bodman and Judith B. McKoy. Macmillan, 1988.

Speak Up: Beginning Pronunciation and Task Listening. Cheryl Pavlik. Newbury House, 1985.*

Speaking Up at Work plus Teacher's Guide. Oxford University Press, 1985.

Survival English: English Through Conversations and **Survival English: English Through Conversations, Book 2** plus Teacher's Guides 1 and 2. Lee Mosteller and Bobbi Paul. Prentice Hall, 1985.

True Stories in the News. Sandra Heyer. Longman, 1987.

Whaddaya Say? Nina Weinstein. Prentice Hall, 1982.*

What's the Story? Sequential Photographs for Language Practice. Books 1, 2 and 3 and set of wall charts. Linda Markstein and Dorien Grunbaum. Longman, 1981.

* Contact publisher about purchase of tape(s).

APPENDIX 4

PUBLISHERS

Addison-Wesley Publishing Company
World Language Division
Reading, MA 01867
(617) 944-3700

Alemany Press
2501 Industrial Pkwy. West, Dept. PR 62
Hayward, CA 94545
(415) 887-7070 (800) 227-2375

Delta Systems Co., Inc.
570 Rock Road Dr., Unit H
Dundee, IL 60118
(312) 551-9595 (800) 323-8270

Kendall/Hunt Publishing Co.
see Sun Belt Literacy, Inc.

Longman, Inc.
95 Church St.
White Plains, NY 10601
(914) 993-5000

Macmillan Publishing Co.
866 Third Avenue
New York, NY 10022
(800) 257-8247

New Jersey State Department of Education
Office of Adult Basic Education
Box CN 305
Trenton, NJ 08625
(609) 588-3153

New Readers Press
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210
(315) 422-9121 (800) 448-8878

Newbury House Publishers
54 Church St.
Cambridge, MA 02138
(617) 492-0670

Oxford University Press
ELT Order Dept.
200 Madison Avenue
New York, NY 10016
(212) 679-7300

Prentice Hall, Inc.
Englewood Cliffs, NJ 07632
(201) 767-5937 (800) 223-1360

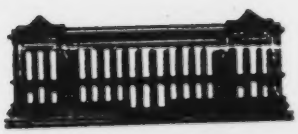
Prentice Hall Regents (same as above)

Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
(512) 476-6721 (800) 531-5015.

Sun Belt Literacy, Inc.
1401 SW Topeka Blvd.
Topeka, KS 66612
(913) 234-2806

Voluntad
National Textbook Co.
4225 West Touhy Avenue
Lincolnwood, IL 60646-1975
(800) 323-4900

Zaner-Bloser
2300 W. Fifth Avenue
P.O. Box 16764
Columbus, OH 43216-6764
(614) 486-0221



Attachment 3

ESL

BIBLIOGRAPHY

MATERIALS FOR TEACHING
ENGLISH AS A
SECOND LANGUAGE TO ADULTS

Vickie L. Collins
Editor

THE FREE LIBRARY OF PHILADELPHIA

FL 900950 Attachment 3

Published June 1989 by The Free Library of Philadelphia.

For more information about English as a Second Language or Adult Basic Education materials contact:

Reader Development Program
The Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
(215) 686-5346

This bibliography of ESL materials was made possible in part by Act 143, State Adult Literacy Funds from the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education.

TABLE OF CONTENTS

ACKNOWLEDGMENTS iv
INTRODUCTION v
READER DEVELOPMENT PROGRAM vi
ORDERING PROCEDURES vii
ESL SKILL LEVEL CHART viii
KEY TO ANNOTATED BIBLIOGRAPHIC ENTRIES x
ANNOTATED ENTRIES
- Conversation 1
- Coping Skills 4
- Listening 7
- Reading 9
- Pronunciation 15
- Writing 16
- Vocabulary & Idioms 18
- Grammar 20
- Pre-vocational 21
- Citizenship 22
- Activities/Tutor Materials 23

TITLE/SERIES INDEX 25
PUBLISHERS AND DISTRIBUTORS 27
BRANCHES OF THE FREE LIBRARY OF PHILADELPHIA 29
PUBLICATIONS ORDER FORM 31
MATERIALS RECOMMENDATION FORM 33

ACKNOWLEDGMENTS

This **ESL Bibliography** was produced through the efforts and time investment of many people.

April Brown of the RDP staff used her computer skills and spent hours and hours typing information into the computerized database.

Leonore Miller, also from RDP, offered numerous suggestions, participated in proofreading, and verified a myriad of essential details.

Gayl Koster and Melissa Buckingham, from the Office of Work with Adults and Young Adults (OWA/YA), provided administrative support, encouragement, editorial recommendations and even proofreading.

Barbara Wolfe, also from OWA/YA, assisted with her excellent proofreading skills.

Karen Batt, Ellen Furstenberg, and Judy Reitzes, the ESL consultants, originally reviewed and selected most of the books included in this **ESL Bibliography**. Karen Batt also critiqued the reviews, provided the ESL levels and offered recommendations.

S. Damon Kletzien, Executive Editor of Triadvocates Press, shared his editorial expertise, desktop publishing skills, hours of "copy massage," data base design suggestions, and played a major role in this creative process.

Frank Stephens, Library Graphics Manager of The Free Library of Philadelphia, and Lloyd Collins shared their graphic design ideas and suggestions.

Brendan Moss designed the cover for this production and the **ESL Curriculum Guide**.

The RDP Book Review Committee for 1988-89 helped to evaluate many new titles since the publication of the **ESL Curriculum Guide** and included the following librarians: Libby Blackman, Sandy Farrell, Karen Schwartz, Chris Steckel, and Howard Zogott.

This **ESL Bibliography** is a materials selection guide for the many ESL tutors and teachers in Philadelphia. It describes the ESL instructional books available from the Reader Development Program. The highest priority is given to those instructional materials which can be used easily by volunteer tutors, the general public, and literacy and ESL students.

Using Act 143 State Adult Literacy Funds from the Pennsylvania Department of Education, the Reader Development Program has been able to expand and enhance the availability of ESL materials. As a result of this Act 143 project, the importance of publicizing the many new ESL titles became apparent.

This **ESL Bibliography** is an outgrowth of the earlier **ESL Curriculum Guide** project funded by a Library Services and Construction Act Title VI grant in 1988. During the period of the grant three ESL practitioners reviewed over 500 ESL titles and recommended more than 35 for purchase by the Reader Development Program. As a result of that project the **ESL Curriculum Guide** was written by the three ESL specialists: Karen Batt, Ellen Furstenberg, and Judy Reitzes. A bibliography was included in that tutor resource publication, but it was not annotated and did not contain reading level indicators.

All of the instructional materials selected for inclusion in the Reader Development Collection must be on the eighth grade reading level or below. The grade level is calculated using the Gunning Fog readability formula. (See Robert S. Laubach and Kay Koschnick, **Using Readability: Formulas for Easy Adult Materials**, New Readers Press, for methods of calculation.)

However, the ESL specialists protested the RDP use of the Gunning Fog Index. They maintain that the Gunning Fog readability level is not appropriate or even informative for ESL materials. As a compromise, both the reading level and ESL level are indicated for each title. At this time no exact formula is available to determine the ESL level, so opinions of experts may vary.

Some ESL materials have accompanying tapes. The Reader Development Program purchases only print materials, but tapes are being considered if financial support permits. Materials in this bibliography can be used without tapes or the tapes can be purchased from the publisher. Most of the books do include tapescripts in the book if they are needed to supplement the text.

READER DEVELOPMENT PROGRAM

For over twenty-two years the Reader Development Program (RDP) of The Free Library of Philadelphia has identified, reviewed and purchased literacy instructional materials for adults learning how to read. Since its beginning in 1967, RDP has elected to provide support for the literacy and ESL organizations in Philadelphia rather than to duplicate them.

Once the educational materials, all written on the eighth grade level or below, have been selected, they are available in quantity to instructors and tutors. Books are also loaned to individuals for self-study. The materials are consumable; they need not be returned. Almost all of the items are in paperback and many are workbooks.

The Reader Development Collection has a diversity of Adult Basic Education (ABE) and ESL books for adult new readers. The categories include Leisure Reading, Biography, Community and Family Life, Jobs, Reading and Writing, Arithmetic, Science, Religion, Social Studies, and Tutor Materials. Some GED study books are also available for the high school equivalency exam.

Although many of the instructional ABE books in the RDP Collection may not be useful for ESL students, some of the easier titles in such categories as leisure reading could be helpful for intermediate and advanced ESL students. As a result, ESL tutors are encouraged to evaluate the entire RDP Demonstration Collection in addition to the ESL titles selected for this bibliography.

The materials from the Reader Development Program are available only to adults and young adults who live or work in the City of Philadelphia. Also, not all organizations in Philadelphia are eligible for these services. Public schools, for example, are not eligible. However, the Reader Development Demonstration Collection, which contains a single copy of each of the books in this **ESL Bibliography** as well as the ABE and GED titles, is open to anyone by appointment. Please call 215-686-5346 for information.

The Reader Development Collection is located in the Office of Work with Adults and Young Adults, The Free Library of Philadelphia, Logan Square, Philadelphia, Pennsylvania 19103.

The Reader Development Program's goal is to identify, provide, and recommend literacy instructional materials to support the teachers and tutors working to fight illiteracy in the City of Philadelphia.

From Outside of Philadelphia: Individuals and organizations outside of Philadelphia should order all materials directly from publishers or book distributors. Refer to the list of publishers and distributors on pages 27-28.

Within Philadelphia: Philadelphia residents or others working with a Philadelphia organization are eligible to order free materials from the Reader Development Program of The Free Library of Philadelphia. The program is funded for this purpose by the City of Philadelphia, the Mayor's Commission on Literacy, the Pennsylvania Department of Education, and other funding sources.

Individuals and organizations that are eligible may receive RDP materials that are available on a consumable basis. In other words, these free materials do not have to be returned to RDP. Some of these items are workbooks which students may write in for study purposes.

Eligible RDP users may request materials in three ways:

1. Three book titles may be ordered by telephone (686-5346) Monday through Friday, 9 to 5, when RDP staff is available.

2. Book titles may be ordered by mail using an order form which must be requested from the RDP Office.

3. Books may be ordered by scheduling an appointment in person to examine the RDP Demonstration Collection. This allows the person to see the actual book and secure up-to-date information regarding out-of-stock and in-stock titles.

Orders are filled on a "stock available" basis. If titles are out-of-stock, they must be reordered at a later date. No back order files are currently maintained by RDP.

Materials which are ordered by eligible users may be picked up at any of the over 50 neighborhood branches of The Free Library of Philadelphia; see pages 29-30 for a list of branch locations. Also, on request, materials may be picked up at the Reader Development Program, Office of Work with Adults and Young Adults on the lower level (Room 2) of the Central Library at Logan Square in Philadelphia. This process takes approximately 2-4 work days depending on the RDP workload.

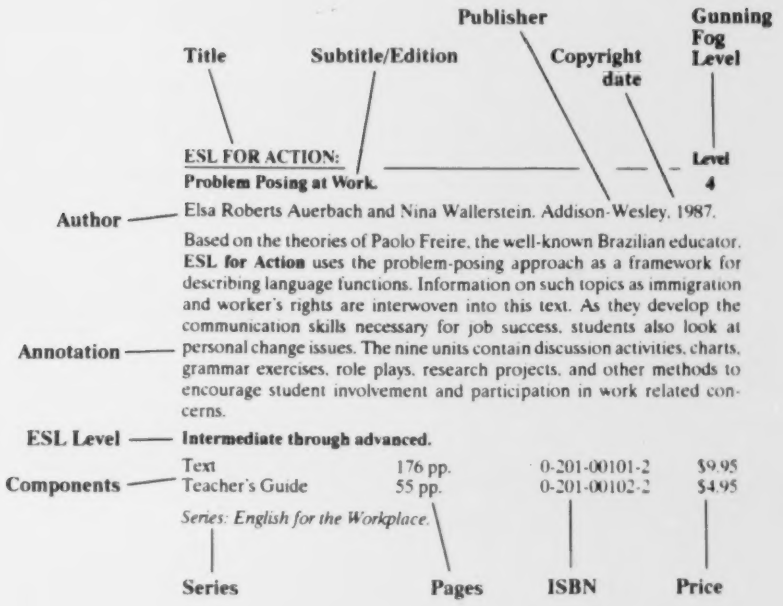
All RDP users are encouraged to visit annually the RDP Collection — which includes ABE, GED and ESL materials — to consider the new acquisitions added on a regular basis. However, because of limited space all visits must be arranged in advance by calling 686-5346.

ESL SKILL LEVEL CHART

	Beginner-Illiterate	Beginner	High Beginner	Low Inter-mediate	Inter-mediate	Advanced
CONVERSATION						
Conversation : Book 1			■	■		
Expressways: Book 1			■	■		
Expressways: Foundations		■	■			
Side by Side: Books 1-2		■	■	■	■	■
What's the Story: Books 1-3			■	■	■	■
COPING SKILLS						
Emergency English			■			
Immigrant Experience					■	
Lifelines: Books 1-2			■	■		
Looking at American Signs				■		
Survival English: Books 1-2		■	■	■		
LISTENING						
Before Book 1	■					
From the Start		■	■			
Listen to Me			■	■	■	
Whaddaya Say?				■	■	
READING						
Entry to English: Books 1-4	■	■				
Good Days Bad Days				■	■	
Great American Stories				■	■	
Hopes & Dreams: 8 books				■		
Laubach Way to English	■	■				
No Cold Water, Either					■	■
No Hot Water Tonight			■	■		
Spaghetti Again?			■	■		

	Beginner-Illiterate	Beginner	High Beginner	Low Inter-mediate	Inter-mediate	Advanced
READING (continued)						
True Stories in the News				■		
We're All in the Same Boat					■	
PRONUNCIATION						
Speak Up				■		
WRITING						
Idea Exchange				■		
Improving Your Handwriting		■				
Zaner-Blosser Handwriting Workbook		■				
IDIOMS & VOCABULARY						
Essential Idioms					■	■
Idioms in American Life				■	■	
Oxford Picture Dictionary of American English	■	■				
GRAMMAR						
English Step by Step with Pictures		■	■			
Grammarwork: Book 1-3			■	■	■	
PRE-VOCATIONAL						
ESL for Action					■	■
Speaking Up at Work				■		
CITIZENSHIP						
A Handbook for Citizenship				■	■	
Voices of Freedom		■	■	■		
ACTIVITIES/TUTOR MATERIALS						
ESL Curriculum Guide	■	■	■	■	■	
Games and Butterflies		■	■	■	■	■
Teaching ESOL		■	■	■	■	

KEY TO ANNOTATED ENTRIES


Publisher
Gunning Fog Level
Title
Subtitle/Edition
Copyright date
ESL FOR ACTION:
Problem Posing at Work.
Level 4
Author
Elsa Roberts Auerbach and Nina Wallerstein. Addison-Wesley, 1987.
Based on the theories of Paolo Freire, the well-known Brazilian educator, ESL for Action uses the problem-posing approach as a framework for describing language functions. Information on such topics as immigration and worker's rights are interwoven into this text. As they develop the communication skills necessary for job success, students also look at
Annotation
personal change issues. The nine units contain discussion activities, charts, grammar exercises, role plays, research projects, and other methods to encourage student involvement and participation in work related concerns.
ESL Level
Intermediate through advanced.
Components
Text 176 pp. 0-201-00101-2 $9.95
Teacher's Guide 55 pp. 0-201-00102-2 $4.95
Series: English for the Workplace.
Series
Pages
ISBN
Price

A CONVERSATION BOOK: **Level 3-5**

English in Everyday Life. Second Edition.

Tina Kasloff Carver and Sandra Douglas Fotinos. Prentice-Hall, 1985.

Filling the almost insatiable need of English as a Second Language classes for conversation books, this volume of exercises on practical topics such as family, food, housing, jobs, and health will be most useful with students who have some knowledge of spoken English. Lessons can be taught in any order, and instruction may be individualized. This is a much better than average book on the topic.

High beginner through low intermediate.

Book 1	164 pp.	0-13-172362-6	$9.50

EXPRESSWAYS: BOOK ONE. **Level 4**

Steven J. Molinsky and Bill Bliss. Prentice Hall Regents, 1986.

This book is geared to students who already know the fundamentals of intermediate grammar. Designed for practice, review, and reinforcement, the text depicts everyday situations in comic pictorial sketches. Primary emphasis is on guided conversational English with corresponding sections on grammar and usage. Lively and fun for experienced ESL students.

High beginner through low intermediate.

Book 1	224 pp.	0-13-298423-7	$9.00

Series: English for Communication.

EXPRESSWAYS: FOUNDATIONS. **Level 3**

Steven J. Molinsky and Bill Bliss. Prentice Hall Regents, 1988.

The dialogue method used in this book teaches competencies such as how to express satisfaction or dissatisfaction, likes and dislikes, and other guided conversation topics. The format is clear and easy to use. The illustrations are imaginative, humorous, and designed to hold the attention of the learner. There are some open-ended exercises that invite the student to participate in creating a learning situation based on personal experience.

Beginner through high beginner.

Text	228 pp.	0-13-297722-2	$9.00

Series: English for Communication.

SIDE BY SIDE. **Level 3-4**

Second Edition.

Steven J. Molinsky and Bill Bliss. Prentice Hall Regents, 1989.

This grammar-based ESL book uses real-life situations, multi-ethnic illustrations, and a sense of humor to teach conversational English. The four-color format is dramatically appealing since most ABE or ESL instructional materials have only black and white illustrations. Even without this upgrade, the series is a popular one used widely by ESL practitioners. Highly recommended.

Beginner through advanced.

Book 1	156 pp.	0-13-811076-X	$8.00
Book 2	138 pp.	0-13-811241-X	$8.00

WHAT'S THE STORY? **Level**

Sequential Photographs for Language Practice. **3-5**

Linda Markstein and Dorien Grunbaum. Longman, 1981.

This series, at graduated levels of difficulty, helps students develop speaking and writing skills using black and white picture stories. Many of the four frame photographic depictions portray highly charged emotional issues such as jealousy over a new baby, the loss of a job, or a couple quarreling. The learning activities include scrambled sentences, vocabulary practice, Cloze exercises, and multiple choice comprehension checks. Wall charts may be purchased from the publisher or the reduced size pictures in the back of each book may be used.

Low intermediate through advanced.

Student's Book 1	45 pp.	0-582-79783-7	$5.50
Student's Book 2	44 pp.	0-582-79784-5	$5.50
Student's Book 3	48 pp.	0-582-79785-3	$5.50
Teacher's Guide	44 pp.	0-582-79787-X	$6.95
Wall Charts		0-201-75042	$49.50

EMERGENCY ENGLISH: **Level**
A Handbook for Tutors. **0-5**

Martha A. Lane. Kendall Hunt, distributed by Augsburg Fortress, 1982.

This handbook and its accompanying workbook, written by an experienced tutor-trainer, provide background, lessons, and lesson plans for ESL instruction. The 25 logically constructed, informative workbook lessons are followed by 50 short pattern-practice drills that can be used independently or with the workbook to build the skills of new speakers of English. **Emergency English**, subtitled **A Handbook for Tutors**, gives essential information for ESL teachers in four brief chapters that include topics such as characteristics of English, culture, and writing a lesson. The body of the book consists of outlines and teaching suggestions for **The Emergency English Workbook**. An excellent annotated bibliography, arranged by topics, is appended.

High beginner.

Handbook	102 pp.	0-8403-2755-2	$5.00
Workbook	228 pp.	0-8403-2709-9	$7.00

THE IMMIGRANT EXPERIENCE: **Level**
Interactive Multiskill ESL. **6**

Dennis Johnson and Joan Young. Prentice-Hall, 1987.

Developed using 60 self-contained lessons, this ESL text follows several students as they encounter and share important situations such as "Getting Settled in a New Country," "Dealing with Sickness," "Looking for a Job," and others. One unique chapter is on intercultural dating. Each lesson contains five components: grammar, reading, writing, lifeskills, and review. Pair practice, group interaction, and class discussion are interspersed throughout the book. The Teacher's Edition has reduced pages from the student book and offers suggestions for modifying the lesson plans. A tapescript is also included in the Teacher's Edition.

Intermediate.

Text	165 pp.	0-13-451501-3	$8.00
Teacher's Edition	184 pp.	0-13-451519-6	$10.25

LIFELINES: **Level**
Coping Skills in English. **2-3**

Barbara Foley and Howard Pomann. Prentice Hall Regents, 1981.

This extensively illustrated ESL series includes everyday survival situations in each of four books. The Reader Development Program has selected only books 1 and 2. These books cover money and banking, transportation, housing, health, and other areas. Each text has variations on these major themes. The skill areas are graduated and increase in difficulty and complexity from volume to volume. Individual practice, partner exercises and small group activities provide diversity and reinforcement. The primary emphasis in the first two books is on speaking. The instructional guidelines for teachers are in the front of both books.

High Beginner through low intermediate.

Book 1	99 pp.	0-13-535915-5	$6.50
Book 2	99 pp.	0-13-535923-6	$6.50

LOOKING AT AMERICAN SIGNS: **Level**
A Pictorial Introduction to American Language and Culture. **5**

Jann Huizenga and Donna Drews. Voluntad Publishers, distributed by National Textbook, 1982.

Huizenga's unique book offers black-and-white photographs of a variety of American signs, arranged by subject and accompanied by pertinent questions that provide practice in practical English and survival skills for English as a Second Language students. The Teacher's Guide includes introductions to each subject, vocabulary lists, and excellent suggestions for further instruction, discussion, and activities.

Low intermediate.

Text	64 pp.	0-8442-0400-9	$4.50
Teacher's Guide	32 pp.	0-8442-0401-7	$3.95

SURVIVAL ENGLISH: **Level**
English Through Conversations. **2-3**

Lee Mosteller and Bobbi Paul. Prentice Hall Regents, 1985.

This ESL workbook series teaches basic language and coping skills through simple, repetitive dialogues. Focus is on real-life situations involving family, health, food, school, housing, transportation, and emergencies. Patterned activities provide the learner with practice at a low level. More than 300 line drawings add interest and humor. The authors emphasize that the text is designed to teach listening, speaking, reading, and writing skills. ESL programs with students who have some oral vocabulary but limited reading ability will welcome this book.

Beginner through low intermediate.

Book 1	246 pp.	0-13-879172-4	$8.00
Book 2	230 pp.	0-13-879199-6	$8.00
Teacher's Manual	48 pp.	0-13-879180-5	$5.00
Instructor's Manual	48 pp.	0-13-879206-2	$5.00

BEFORE BOOK ONE: **Level**

Listening Activities for Pre-beginning Students of English. **n/a**

John R. Boyd and Mary Ann Boyd. Prentice Hall Regents, 1982.

ESL students who are not literate in their own languages or speak no English will benefit from this book. The text emphasizes listening and required responses involve circling the correct item rather than giving a verbal answer. The basic information features numbers, money, time, shapes, places and other concepts that can be easily shown visually. The Teacher's Manual is essential.

Beginner (illiterate) through beginner.

Text	96 pp.	0-13-072554-4	$5.00
Teacher's Manual	30 pp.	0-13-072562-5	$2.75

FROM THE START: **Level**

Beginning Listening. **2**

Jann Huizenga. Longman, 1987.

Each of the 16 chapters in this photograph-based listening comprehension book begins with a brief dialogue. The exercises are keyed to an audio cassette but may be done using the tapescript in the back of the book. The students demonstrate their comprehension by selecting the correct photographs. An answer key is included.

Beginner through high beginner.

Book 1	92 pp.	0-582-90727-6	$6.95

LISTEN TO ME! **Level 4**

Beginning Listening Comprehension.

Barbara Foley. Newbury House, 1985.

Listen to Me! teaches listening comprehension and listening discrimination using a systematic approach. Each of the twenty units has a narrative, a brief conversational dialogue, and a full page drawing to illustrate the listening section. The purpose of the book is to help ESL students improve four listening skills: 1. Determining vocabulary meaning from visual cues and context, 2. Using supportive details to identify the main idea, 3. Listening for a specific reason, and 4. Recognizing grammatical structures. The comprehension exercises vary throughout the text. There is a tapescript in the back.

High beginner through intermediate.

Text	198 pp.	0-088377-272-8	$12.50

WHADDAYA SAY? **Level 4**

Guided Practice in Relaxed Spoken English.

Nina Weinstein. Prentice-Hall, 1982.

Although this book is a controversial title for ESL teachers who object to seeing informal spoken English like "gonna" and "wanna" in print, this text acknowledges and transcribes the patterns which are common in everyday spoken English in the United States. For ESL students who are baffled by these phrases, this text helps them discriminate between correct written English or carefully articulated English and the informal colloquialisms they must be able to understand. A tape is available from the publisher or the tapescript in the book may be used as students complete the fill-in-the-blank exercises. An answer key is in the back of the book.

Low intermediate through intermediate.

Text	68 pp.	0-13-951708-1	$7.00

ENTRY TO ENGLISH. **Level 0-4**

Kathleen Kelley Beal. Steck-Vaughn, 1982.

Designed specifically for entry-level ESL students without reading or writing skills, this series teaches printing, numbers, and some sight words all organized around a survival skills approach. The emphasis is on phonics with controlled vocabulary and carefully paced listening and writing activities. Categories covered include: identifying and writing the alphabet, filling out forms, counting money, using the calendar, understanding directions, and other functional coping skills. The teacher's manual is necessary for each volume.

Beginner (illiterate) through beginner.

Book 1	75 pp.	0-8114-1012-9	$5.72
Book 2	92 pp.	0-8114-1013-7	$5.72
Book 3	92 pp.	0-8114-1014-5	$5.72
Book 4	92 pp.	0-8114-1015-3	$5.72
Teacher's Edition 1	76 pp.	0-8114-1012-9	$5.40
Teacher's Edition 2	92 pp.	0-8114-1030-7	$5.40
Teacher's Edition 3	92 pp.	0-8114-1031-5	$5.40
Teacher's Edition 4	92 pp.	0-8114-1032-3	$5.40

GOOD DAYS AND BAD DAYS. **Level 4**

Maybeth Conway-Cassidy et al. New Jersey Office of ABE, n.d.

The psychological concept of the "outer voice" (what we say) and the "inner voice" (what we are actually thinking and feeling) is developed in this ESL text. The dialogues contain the outer voices and sometimes the inner voices as well. The selected situations are ones which are common for all newcomers: taking the wrong bus and getting lost, using spoken English for the first time on the telephone, experiencing frustration in the ESL class. The book consists of six chapters. Each of these units contains a stimulus picture, some pre-reading vocabulary exercises, questions for reading comprehension, and recommended topics for discussion and writing. Although the book was written for Indochinese refugees, it could also be used by other adult ESL students who have been in this country for several months.

Low intermediate through intermediate.

Text	116 pp.	No ISBN	Free

GREAT AMERICAN STORIES 1: **Level 5**
An ESL/EFL Reader.

C.G. Draper. Prentice Hall Regents, 1985.

This is an excellent collection of American short stories. Entries include "The Gift of the Magi," "The Tell-tale Heart," "An Occurrence at Owl Creek Bridge," plus lesser-known tales by Jack London, Bret Harte, and Mark Twain. Better yet, the accompanying exercises are far above average, offering practice in scanning, reading comprehension, and grammar. A suggestion for a writing assignment accompanies each story. A fine addition to the ESL curriculum.

Low intermediate through intermediate.

Text	112 pp.	0-13-363748-4	$4.25

HOPES AND DREAMS. **Level 3-4**

Tana Reiff. Fearon/David S. Lake, 1989.

This fiction series of ten books on American immigrant experiences was written for the ABE and ESL market. Like other series by Tana Reiff, these books have ample white space, simple controlled vocabulary, and short sentences with "words grouped into meaningful segments" for easy reading. Each story has brief chapters followed by discussion questions. A Curriculum Guide, which is helpful but not essential, is available from the publisher for $15.00.

- **Boat People:** A Vietnamese family escape their homeland in 1979 but face many conflicts and struggles in the United States.
- **A Different Home**: Mario Lopez leaves Cuba and his parents in 1960. Eventually he is able to redefine "home" for himself and his family.
- **For Gold and Blood**: Two Chinese brothers search for gold in California in the 1850's. Hard years follow as each brother takes a different path.
- **Hungry No More**: The McGees arrive in Boston in the 1840's after the Irish potato famine. Life is difficult for the large family, but at least they have food to eat.

- **Little Italy**: The Trella family have many problems in their search for a better life in the United States. New York City is nothing like Italy!
- **The Magic Paper**: Two illegal aliens from Mexico meet and fall in love in California. They dream of obtaining their "green cards" and getting married.
- **Nobody Knows**: In Chicago in 1902, Mattie and Nate are free, but not from racism and discrimination. They fight for their rights as Black Americans but the price is high.
- **O Little Town**: Wisconsin is the site chosen by a young German couple. Only years later do they accept their American allegiances.
- **Old Ways, New Ways**: Tradition and the secular ways of the new world clash when a Jewish family relocates from Russia to New York City.
- **Push to the West**: Blizzards, locusts, prairie fires, and death test the endurance and perseverance of a young Norwegian couple heading West to the Great Plains.

Low intermediate.

Boat People. The Vietnamese	76 pp.	0-8224-3685-X	$3.90
Different Home. The Cubans.	76 pp.	0-8224-3684-1	$3.90
For Gold and Blood. The Chinese.	76 pp.	0-8224-3679-5	$3.90
Hungry No More. The Irish.	76 pp.	0-8224-3680-9	$3.90
Little Italy. The Italians.	76 pp.	0-8224-3677-9	$3.90
The Magic Paper. The Mexicans.	76 pp.	0-8224-3686-8	$3.90
Nobody Knows. The Africans.	76 pp.	0-8224-3683-3	$3.90
O Little Town. The Germans.	76 pp.	0-8224-3681-7	$3.90
Old Ways, New Ways. The Eastern European Jews.	76 pp.	0-8224-3682-5	$3.90
Push to the West. The Norwegians.	76 pp.	0-8224-3678-7	$3.90
Curriculum Guide.	83 pp.	0-8224-3687-6	$15.00

Series: A Pacemaker Hopes and Dreams Book.

LAUBACH WAY TO ENGLISH.

Level 1-3

Jeanette D. Macero and Martha A. Lane. New Readers Press, 1976.

This series for teaching English to Speakers of Other Languages (ESOL) can be used with students who are illiterate in their own language or who do not know the Roman alphabet, as well as for beginning ESOL classes. The textbooks to be used with the volumes listed here are **Skill Books** 1 and 2 of the **Laubach Way to Reading**, which go from primer to third grade reading level. Introductory conversation lessons are based on the **Illustrations** volumes. The detailed approach was designed for volunteer tutors.

Beginner (illiterate) through beginner.

ESOL Illustrations 1 for Skill Book 1	48 pp.	0-88336-392-5	$3.00
ESOL Illustrations 2 for Skill Book 2	63 pp.	0-88336-394-1	$3.75
ESOL Teacher's Manual 1 for Skill Book 1	240 pp.	0-88336-391-7	$8.50
ESOL Teacher's Manual 2 for Skill Book 2	351 pp.	0-88336-393-3	$11.50
Skill Book 1	80 pp.	0-88336-901-X	$3.25
Skill Book 2	80 pp.	0-88336-902-8	$3.25

Series: Laubach Way to English.

NO COLD WATER, EITHER.

Level 5-7

Jean Bodman and Michael Lanzano. Collier Macmillan, 1980.

In the same spirit as the earlier volume, **No Hot Water Tonight**, this book uses the lives of apartment dwellers in New York City as the basis for readings, vocabulary drills, and conversation and grammar practice for English as a Second Language students. Supplementary exercises are appended. Both volumes are extremely popular with students and tutors, and are highly recommended. The text weaves a mystery plot and a love story together.

Intermediate through advanced.

Text	164 pp.	0-02-3116005	$10.95

NO HOT WATER TONIGHT. **Level 2-4**

Second Edition.

Jean Bodman and Michael Lanzano. Collier Macmillan, 1986.

This popular title is urban oriented, portrays realistic characters, and has content that is relevant for adult students. ESL readers can identify with the elderly widow, the single mother, the teenager in conflict, or the young married couple. The 25 chapters each have reading selections followed by learning activities, comprehension exercises, grammar lessons, and supplemental vocabulary building segments. The reading selections deal with such common survival skills as finding an apartment, using credit to purchase furniture, complaining to the landlord and many other adult concerns. The Overview in the front of the book offers suggestions and techniques for teachers.

High beginner through low intermediate.

Text	119 pp.	0-02-311600-5	$10.95

SPAGHETTI, AGAIN? **Level 2**

Jean W. Bodman and Judith B. McKoy. Collier Macmillan, 1988.

Beginning learners of English will find this story challenging and touching. Set in suburban Pennsylvania, it focuses on single mother Sarah Lewis and her three children. The realistic dialogue ranges from sad to humorous. Lessons for each chapter include comprehension activities, vocabulary practice, and questions for reflection and discussion. This text is illustrated with black-and-white drawings. This is a readable addition to any ESL collection.

High beginner through low intermediate.

Text	96 pp.	0-02-311590-4	$9.50

TRUE STORIES IN THE NEWS: **Level**
A Beginning Reader. **4**

Longman, 1987.

Each of the 22 units in this book has a brief human interest story adapted from unusual newspaper and magazine articles. This low intermediate reader for ESL students includes vocabulary exercises, comprehension questions, and discussion and writing sections. Whether reading about a marriage on a ferris wheel, a 600 pound man, or a house with 300 snakes, most students are sure to find these stories engrossing. While developed for ESL groups, this low literacy level workbook with interesting black and white photographs will also be useful in ABE classes.

Low intermediate.

Text	93 pp.	0-582-90743-8	$6.95

WE'RE ALL IN THE SAME BOAT: **Level**
A Multi-Cultural and Pre-Vocational ESL Curriculum. **4**

Karen Batt. Urban Studies and Community Services Center, distributed by LaSalle University, 1988.

This reading and discussion book has six chapters arranged thematically. The dialogues at the beginning of each chapter are followed by exercises on a variety of practice areas: listening, vocabulary building, grammar, reading, and thought-provoking discussion questions. Students are invited to consider issues related to immigration, the U.S. economic system, the American dream, the nightmare of crime and poverty, and many other critical concerns. Many of the discussion exercises ask the students to relate the information to their own personal experiences. Each chapter has a Teacher's Guide with answers and recommendations.

Intermediate.

Text	138 pp.	No ISBN

SPEAK UP: **Level**
Beginning Pronunciation and Task Listening. **3**

Cheryl Pavlik. Newbury House, 1985.

The 40 two-page units in this text help ESL students learn the rudiments of progressing from listening to pronunciation. Fundamentals of stress, intonation, reduced sounds, and contrasts of consonants and vowels are covered. The tapescript in the back of the book guides the students through task-based listening activities. A set of four cassettes is available from the publisher.

Low intermediate.

Text	96 pp.	0-88377-313-9	$10.50

IDEA EXCHANGE 1: **Level 4**

Writing What You Mean.

Linda Lonon Blanton. Newbury House, Harper & Row. 1988.

Each of the ten units in this book includes prewriting, prereading, grammar, writing, and postwriting activities. Authentic essays written by actual students are incorporated into the text. Grammar exercises are included for review and reinforcement. The journal writing technique used in every unit encourages the students to practice writing about themselves and for themselves. In this way the book underscores the idea that the process of writing is as important as the final product.

Low intermediate.

Book 1	154 pp.	0-06-632614-1	$12.95

IMPROVING YOUR HANDWRITING. **Level 6**

Rebecca Mae Townsend. Steck-Vaughn, 1978.

Many ESL students wish to improve their handwriting. This workbook provides brief instruction and extensive practice in cursive writing. It includes such basics as correct writing position, how to hold a pen, and special tips to remember. The recommendations are for right-handed individuals. The line patterns are rather narrow for a new writer just learning the Roman alphabet. The emphasis is on improvement for adults who can already write.

Beginner.

Text	64 pp.	0-8114-0697-0	$5.00

Series: Imaginary Line Handwriting.

ZANER-BLOSER HANDWRITING WORKBOOK: Manuscript. **Level 8**

Walter B. Barbe. Zaner-Bloser, 1977.

This workbook on manuscript writing is clear and easy to use. The diagrams are for right and left-handed individuals. Ample space to practice printing is provided. Even unlined writing and filling in forms are covered briefly. The reading level of the instructions is sometimes quite high. As a result, a tutor's assistance may be necessary.

Beginner.

Text	96 pp.	0-88309-097-X	$8.00

ESSENTIAL IDIOMS IN ENGLISH. **Level 8**

A New Revised Edition.

Robert J. Dixson. Prentice Hall Regents, 1983.

Hundreds of basic idiomatic expressions are identified and included in this text. Two-word verbs are considered in the category of idioms. Some examples would be: "to get in," "to turn off," "to look up," and "to call on." The arrangement of idioms is in three progressively difficult sections. One unique feature of this book is an appendix which translates each idiom into Spanish, French, and German. Generally, the instructions are more difficult than the exercises.

Intermediate through advanced.

Text	208 pp.	0-13-286329-4	$6.75

IDIOMS IN AMERICAN LIFE. **Level 5**

Julie Howard. Prentice Hall Regents, 1987.

This book on idioms has a clear format and includes over 100 common idiomatic phrases. The twenty self-contained lessons reinforce grammar, writing, and conversation skills with each lesson providing practice on five idioms. The dialogues are adult in content and portray real-life situations. Review lessons, crossword puzzle activities, and the glossary of idioms are special features.

Low intermediate through intermediate.

Text	144 pp.	0-13-450207-8	$8.25

THE NEW OXFORD PICTURE DICTIONARY. **Level**
Monolingual English Edition. **n/a**

E.C. Parnwell. Oxford, 1988.

This dictionary, designed for students with no prior knowledge of English, introduces over 2,400 American English words using four-color illustrations. Its easy-to-use format is organized thematically around such survival topics as "The Supermarket," "Medical and Dental Care," "The U.S. Postal System," "Highway Travel," and over 80 areas of interest. The appendix includes a listing of days of the week, months of the year, selected numbers, and names of colors. The index presents a pronunciation guide and page location for each entry. Many additional components are available from the publisher for instructors interested in developing a comprehensive vocabulary program.

Beginner (illiterate) through beginner.

Text	124 pp.	0-19-434199-2	$5.95

ENGLISH STEP BY STEP WITH PICTURES. **Level**
Revised Edition. **3-6**

Ralph S. Boggs and Robert J. Dixson. Prentice Hall Regents, 1980;1983.

This popular vocabulary and grammar textbook will be useful for both primary instruction and review. The cartoon-style illustrations are a great improvement over the stick figures of the earlier edition. Exercises are written on a third to sixth grade reading level. Some instructional materials and all directions are more difficult. Designed as a companion to the text, **English Step by Step Workbook** provides reinforcement exercises. Lessons use pattern practice to teach grammatical construction, and illustrations are both plentiful and clear. When used with the textbook, this workbook will be quite helpful to students who need additional drilling.

Beginner through high beginner.

Text	96 pp.	0-13-282971-1	$7.00
Workbook	224 pp.	0-13-282963-0	$4.50

GRAMMARWORK: **Level**
English Exercises in Context. **4-5**

Pamela Breyer. Prentice Hall Regents, 1982.

The Reader Development Program has selected three of the books in this four-part grammar series. These exercise books provide clear and concise grammatical explanations with ample oral and written practice sections. The exercises can be completed by individuals, pairs, or groups. The lessons have been written with the easier exercises preceding the difficult ones. The perforated answer key at the back of each book may be removed by the instructor or used by the student for self-correction.

High beginner through intermediate.

Book 1	112 pp.	0-13-362278-9	$6.25
Book 2	112 pp.	0-13-362286-X	$6.25
Book 3	128 pp.	0-13-362294-0	$6.25

ESL FOR ACTION:
Problem Posing at Work.

Level 4

Elsa Roberts Auerbach and Nina Wallerstein. Addison-Wesley, 1987.

Based on the theories of Paolo Freire, the well-known Brazilian educator, **ESL for Action** uses the problem-posing approach as a framework for describing language functions. Information on such topics as immigration and worker's rights are interwoven into this text. As they develop the communication skills necessary for job success, students also look at personal change issues. The nine units contain discussion activities, charts, grammar exercises, role plays, research projects, and other methods to encourage student involvement and participation in work related concerns.

Intermediate through advanced.

Text	176 pp.	0-201-00101-2	$9.95
Teacher's Guide	55 pp.	0-201-00102-2	$4.95

Series: English for the Workplace.

SPEAKING UP AT WORK.

Level 5

Catherine Robinson and Jenise Rowekamp. Oxford, 1985.

This pre-vocational book for adults with limited English proficiency has 11 units, each of which is divided into three teaching sections. The sections cover such work-related topics as "Understanding Work Schedules," "Phoning in Sick," "Discussing Problems," "Talking About Advancement," etc. Although the book is aimed at factory workers, the language functions and information are relevant to many other job situations. The Teacher's Manual is important for conducting the training exercises. It presents general teaching suggestions as well as specific recommendations on a unit by unit basis.

Low intermediate.

Text	178 pp.	0-19-434196-8	$6.95
Teacher's Manual	39 pp.	0-19-434197-6	$3.50

HANDBOOK FOR CITIZENSHIP. **Level 7**

Second Edition.

Margaret Seely. Alemany Press, 1989.

The basics of naturalization, early U.S. history, the U.S. government, and state and local government are presented in this book. It is designed to help students pass the oral U.S. citizenship examination. Using a tapescript, the text highlights the 30 most frequently asked questions and answers. Line maps, charts, facsimile copies of naturalization petition forms, and a section on writing practice for the exam add interest and relevant information. The appendices have information on the 50 states and specific data about California as a guide to the state and local materials which each student should learn.

Low intermediate through intermediate.

Text	104 pp.	0-88084-323-3	$6.95

VOICES OF FREEDOM: **Level 3-4**

English for U.S. Government and Citizenship.

Bill Bliss with Steven J. Molinsky. Prentice Hall Regents, 1989.

These books were written specifically for the amnesty program students who are applying for U.S. legalization or naturalization. The low reading level is essential for individuals with limited English proficiency. **Book 1** covers personal identification skills, the alphabet, and numbers in context, all of which are helpful to any beginning ESL student. Along with grammatical structures and interviewing skills, **Book 1** also includes U.S. history topics such as the Declaration of Independence, the Constitution, the Civil War, the Labor Movement, the Civil Rights Movement and others. **Book 2** reviews the material from **Book 1** and introduces additional information on citizenship. The instructional format provides a variety of skill building exercises including reading, interview dialogues, check-up activities, multiple choice, and dictation. Each book is correlated to other books by the same author: **Expressways** and **Side by Side**.

Beginner through low intermediate.

Book 1	92 pp.	0-13-944026-7	$7.00
Book 2	108 pp.	0-13-944034-8	$7.00

ESL CURRICULUM GUIDE: **Level**
Materials and Methods for Teaching **n/a**

English as a Second Language. Karen Batt et al. Reader Development Program, distributed by The Free Library of Philadelphia, 1988.

Volunteer tutors working with adults learning English as a Second Language will find this **ESL Curriculum Guide** an informative handbook. A chapter on ESL literacy outlines special problems in working with adults who are not literate in their own language. Practical teaching applications are in the sections on conversation, coping skills, listening, reading, pronunciation, and other topics for ESL students. The bibliography of recommended ESL curriculum materials ranges in scope from beginner through advanced titles. Recommended for libraries and literacy programs which serve limited English speaking populations.

Beginner through intermediate.

Text	54 pp.	No ISBN	Free

GAMES AND BUTTERFLIES: **Level**
Language Activities for ABE/ESOL. **n/a**

Katherine Kennedy and Ellen Sarkisian. New Readers Press, 1979.

A resource book of learning games for adult new readers and ESL students, this useful volume begins with a few games to introduce group members to one another, then presents "Listening and Speaking Games," "Reading Games," and "Writing Games." Within each section games are arranged in order of increasing difficulty. The Table of Contents lists the title of each game and the skills it is designed to teach. Within the book, games are introduced, and methods and materials described. This excellent book will be very useful for tutors as well as teachers, and for Adult Basic Education and English as a Second Language students.

Beginner through advanced.

Text	112 pp.	0-88336-398-4	$8.95

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: **Level n/a**

A Guide for the Volunteer Teacher.

M. Christine Hjelt and Georgia E. Stewart. New Readers Press, 1988.

This handbook is designed for volunteer tutors with no prior experience or training in the field. The book is based on principles of language learning which have been tried and tested. Some of the background information in this book is general while other chapters focus on specific teaching techniques. The twelve chapters describe such rudiments as "Establishing a Program," "Demonstrating Grammar," "Improving Punctuation," "Planning Lessons," "Selecting Materials," and other relevant issues of concern to the volunteer tutor.

Beginner through intermediate.

Text	73 pp.	0-88336-399-2	$5.95

Before Book One: Listening Activities for Pre-beginning Students of English 7
A Conversation Book: English in Everyday Life 1
Emergency English: A Handbook for Tutors 4
English for the Workplace Series 21
English for Communication Series 1, 2
English Step by Step with Pictures 20
Entry to English 9
ESL Curriculum Guide: Materials and Methods for Teaching English as a Second Language 23
ESL for Action: Problem Posing at Work 21
Essential Idioms in English 18
Expressways: Book One 1
Expressways: Foundations 2
From the Start: Beginning Listening 7
Games and Butterflies: Language Activities for ABE/ESOL 23
Good Days and Bad Days 9
GrammarWork: English Exercises in Context 20
Great American Stories 1: An ESL/EFL Reader 10
Handbook for Citizenship 22
Hopes and Dreams 10
Idea Exchange 1: Writing What You Mean 16
Idioms in American Life 18
The Immigrant Experience: Interactive Multiskill ESL 4
Improving Your Handwriting 16
Imaginary Line Handwriting Series 16
Laubach Way to English 12
Laubach Way to English Series 12

TITLE/SERIES INDEX

Lifelines: Coping Skills in English 5

Listen to Me! Beginning Listening Comprehension 8

Looking at American Signs: A Pictorial Introduction to American Language and Culture 5

The New Oxford Picture Dictionary 19

No Cold Water, Either 12

No Hot Water Tonight 13

Pacemaker Hopes and Dreams Series 10

Side by Side 2

Spaghetti, Again? 13

Speak up: Beginning Pronunciation and Task Listening 15

Speaking Up at Work 21

Survival English: English Through Conversations 6

Teaching English to Speakers of Other Languages: A Guide for the Volunteer Teacher 24

True Stories in the News: A Beginning Reader 14

Voices of Freedom: English for U.S Government and Citizenship . . 22

We're All in the Same Boat: A Multi-Cultural and Pre-Vocational ESL Curriculum 14

Whaddaya Say? Guided Practice in Relaxed Spoken English 8

What's the Story? Sequential Photographs for Language Practice . . 3

Zaner-Bloser Handwriting Workbook: Manuscript 17

Addison-Wesley Publishing Company
World Language Division
Reading, MA 01867
(617) 944-3700

Alemany Press
2501 Industrial Pkwy. West, Dept. PR 62
Hayward, CA 94545
(415) 887-7070; (800) 227-2375

Augsburg Press
426 South 5th Street
Box 1209
Minneapolis, MN 55440
(612) 330-3300

Delta Systems Co., Inc.
570 Rock Road Dr., Unit H
Dundee, IL 60118
(312) 551-9595; (800) 323-8270

Kendall/Hunt Publishing Co.
(see Augsburg Press)

Lectorum Publications, Inc.
137 West 14th Street
New York, NY 10011
(212) 929-2833

Longman, Inc.
95 Church St.
White Plains, NY 10601
(914) 993-5000

MacMillan Publishing Co.
866 Third Avenue
New York, NY 10022
(800) 257-8247

New Jersey State Department of Education
Office of Adult Basic Education
Box CN 305
Trenton, NJ 08625
(609) 588-3153

New Readers Press
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210
(315) 422-9121; (800) 448-8878

Newbury House Publishers
54 Church St.
Cambridge, MA 02148
(617) 492-0670

Oxford University Press
ELT Order Dept.
200 Madison Avenue
New York, NY 10016
(212) 679-7300

Prentice Hall, Inc.
Englewood Cliffs, NJ 07632
(201) 767-5937; (800) 223-1360

Prentice Hall Regents
(same as above)

Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
(512) 476-6721; (800) 531-5015

Voluntad
National Textbook Co.
4225 West Touhy Avenue
Lincolnwood, IL 60646-1975
(800) 323-4900

Zaner-Bloser
2300 W. Fifth Avenue
P.O. Box 16764
Columbus, OH 43216-6764
(614) 486-0221

BRANCHES OF THE FREE LIBRARY OF PHILADELPHIA

Pick up Locations for Reader Development Program Materials from The Free Library of Philadelphia, for **Philadelphia residents only**

CENTRAL LIBRARY AND CENTER CITY BRANCHES

Central Library — Logan Square, 19th and Vine Streets
Office of Work with Adults and Young Adults,
Reader Development Program 686-5346
Mercantile — 1021 Chestnut Street 592-6196
Philadelphia City Institute — 19th and Locust Streets 735-9137

NORTH CENTRAL

Columbia Avenue** — 2320 W. Cecil B. Moore Ave. 978-2766
Fishtown** — Montgomery Ave. & Flora St. 685-9990
Kensington — Hope & Dauphin St. 685-9996
Lehigh — 6th St. & Lehigh Ave. 686-1994
McPherson Square — Indiana Ave. & "F" St. 634-8832
Nicetown-Tioga — 3720 N. Broad St. 686-1990
Ramonita G. DeRodriguez — 6th St. & Girard Ave. 592-6211
Richmond — Indiana Ave. & Almond St. (trailer) 685-9992
Widener — 2531 W. Lehigh Ave. 686-1999

NORTHEAST

Bushrod — Castor Ave. & Stirling St. 533-3513
Bustleton — Verree Rd. & Bustleton Ave. 673-8137
Fox Chase — Rhawn & Jeanes St. 686-0547
Frankford — Frankford Ave. & Overington Street 289-0530
Holmesburg — Frankford Ave. & Hartel Rd. 335-8756
Katherine Drexel — Knights & Fairdale Rd. 685-9383
Lawncrest — 6098 Rising Sun Ave. 686-0549
Tacony — Torresdale Ave. & Knorr St. 335-8755
Torresdale — 3079 Holme Ave. 677-0404
Welsh Road — Welsh Rd. & Roosevelt Blvd. 676-6333
Wyoming — Wyoming Ave. & "B" St. 329-7976

NORTHWEST

Andorra — Henry Ave. & Cathedral Rd. 685-2552
Chestnut Hill — 8711 Germantown Ave. 685-9291
Falls of Schuylkill — Warden Dr. & Midvale Ave. 685-2093
Greater Olney — 5th St. & Tabor Rd. 685-2846
Logan — Wagner Ave. & Old York Rd. 329-8606

** temporarily closed for repairs as of June 1989

BRANCHES OF THE FREE LIBRARY OF PHILADELPHIA

NORTHWEST (continued)

Lovett** — 6945 Germantown Ave. 849-5331
Oak Lane — 12th St. & Oak Lane 685-2848
Roxborough — 6245 Ridge Ave. 685-2550
Wadsworth** — Wadsworth & Michener Aves. 685-9294
West Oak Lane — 74th Ave. & Washington Lane 685-2843

SOUTH PHILADELPHIA

Greenwich — 711 Snyder Ave. 685-1896
Passyunk — 20th & Shunk Sts. 685-1755
Queen Memorial — 1315 Point Breeze Ave. 685-1899
Ritner Children's — 2407 S. Broad St. 685-1757
South Philadelphia — Broad & Morris Sts. 685-1866
Southwark — 7th & Carpenter Sts. 592-6192
Whitman — 2nd St. & Snyder Ave. 685-1754

WEST PHILADELPHIA

Cobbs Creek — 59th St. & Baltimore Ave. 476-0760
Eastwick — 2851 Island Ave. 492-4085
George Institute — 52nd St. below Lancaster Ave. 686-0177
Haddington — 65th St. & Girard Ave. 747-0156
Haverford — 56th St. & Haverford Ave. 823-7435
Kingsessing — 51st St. below Chester Ave. 685-2690
Mantua — 34th St. & Haverford Ave. 823-7436
Overbrook Park — 7422 Haverford Ave. 686-0182
Paschalville — 70th St. & Woodland Ave. 685-2662
Walnut Street West** — 40th & Walnut Sts. 386-5242
West Philadelphia Regional — 52nd & Sansom Sts. 823-7431
Wynnefield — 54th St. & Overbrook Ave. 686-0298

** temporarily closed for repairs as of June 1989

PUBLICATIONS ORDER FORM

Please make photocopies of this order form for your use!

Please send the following Reader Development Program materials:

COPIES

_____ ABE Curriculum Guide (1986)

_____ ESL Curriculum Guide (1988)

_____ ESL Bibliography (1989)

_____ Subscription to PIVOT, a newsletter

_____ RDP Bibliography Supplement — reading level, title and category only

TO:

Name _____

Title _____

Organization _____

Street _____

City/State/ZIP _____

Telephone _____

NOTE: Residents of Philadelphia ordering any of the above materials (except PIVOT) may pick up the order at any convenient branch of the Free Library of Philadelphia (see the previous two pages for a complete list of branches). Please indicate below the branch name for delivery purposes:

_____

Send this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

NOTES

MATERIALS RECOMMENDATION FORM

Please make photocopies of this form for your use!
Use a separate form for each recommended title/material.

Title of material: _____

Topic Area: __ESL __ABE __GED

Author: _____

Publisher/distributor: _____

Copyright date: _____

Estimated reading level: _____

Your comments: _____

_____

Recommended by: _____

Organization _____

Address _____

City/State/ZIP _____

Telephone _____

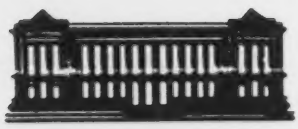
Note: If the suggested material is written for adults on an eighth grade level or below, it will be reviewed by the Reader Development Program Book Review Committee and considered for possible addition to the RDP Collection.

Thank you for your interest and assistance!

Return this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

NOTES



MONTH July - June FY 1990

LEVEL	American Indian or Alaskan	Asian or Pacific Islander	Black	Hispanic	White	TOTAL
0-4	2	111	1534	350	590	2587
5-8	14	277	3970	974	939	6174
ESL	1	1796	831	1006	2461	6095
9-12	41	67	1726	379	679	2892
TOTAL	58	2251	8061	2709	4669	17,748

AGE	MALES	FEMALES	TOTAL
14-16	166	137	303
16-24	2471	2450	4921
25-44	4009	5727	9736
45-59	807	933	1740
60 +	460	684	1144
TOTAL	7913	9931	17,844

The Free Library of Philadelphia
Reader Development Program
Logan Square
Philadelphia, PA 19103

Attachment 4

LSCA Title VI - ESL Idea Book Project

October 1, 1989 through September 30, 1990

Reader Development Program/The Free Library of Philadelphia

Library Materials		
12/17/89	TESOL	20.00
1/19/90	Opening Doors	22.95
2/17/90	Office of Community College	22.50
2/7/90	Linmore	84.02
2/8/90	Alaska Literacy Council	128.36
2/21/90	Document Reproduction	123.97
3/14/90	Curriculum Publications	24.75
4/16/90	Call Publishing	34.50
4/16	Macalester College-Hmong Project	9.89
4/16	Project Learn	$150.48
4/16	Dominie Press Limited	75.80
5/12	Prolingua	83.33
7/19	LVA	83.38
7/19	Micropower & Light	64.95
7/31	LVA/NY	92.40
7/31	Linmore Publishing	11.00
8/15	ERIC	10.76
10/19	Linmore Publishing	1662.94
10/19	Inter'l Institute of Minnesota	1210.00
12/14	School District of Phila.	48.00
12/1	Yorkship Supply	141.75
N/D	Addison-Wesley	838.50
N/D	Egghead	264.00

Library materials.....$5,208.23

Printing.....$4,378.77

Salaries.....$15,461.00

TOTAL.....$25,000

Mayor's Commission on Literacy in Philadelphia
W. Wilson Goode, Mayor

Attachment 6

LE

686-8652

Read to Learn

LE 8008.73 .P56

MAYOR'S COMMISSION ON LITERACY

RESOURCE DIRECTORY

Sponsored by

Donnelley Directory

&

Philadelphia Daily News

CITY OF PHILADELPHIA

W. WILSON GOODE
MAYOR

March, 1989

Greetings!

Philadelphia's literacy campaign continues to be a major thrust of this Administration. The economic and social fabric of the City requires a literate citizenry as we approach the next century. The Mayor's Commission on Literacy's coordinating activities are helping to strengthen that fabric and providing a model for cities nationwide.

The agencies and services listed and indexed in this newly revised Mayor's Commission on Literacy Directory reflect the depth and breadth of the Philadelphia commitment to the literacy effort. Adult Basic Education (ABE), General Education Development (GED) and English as a Second Language (ESL) are available to the many thousands of Philadelphians who can benefit from these programs.

To the dedicated professional and volunteer workers in the field of literacy: Thank you! And to the students who inspire us with their courage: Thank you and congratulations!

W. Wilson Goode

W. WILSON GOODE
MAYOR

MAYOR'S COMMISSION ON LITERACY

W. WILSON GOODE, MAYOR

COMMISSION CO-CHAIRPERSONS

David A. Horowitz, Ed.D.

Lydia Hernandez-Velez, Esquire

COMMISSION MEMBERS

Richard Betts
Ray Caron
Honorable Augusta A. Clark
Constance E. Clayton, Ed.D.
Judith Eaton, Ph.D.
Richard Englert, Ph.D.
Lois Fernandez
Norma Furst, Ed.D.
Carol Goertzel
Judge A. Leon Higginbotham, Jr.
Sonny Hill
David Lacey
Dagmar McGill
Ana Pujols-McKee, M.D.
Rubye McLaughlin
Robert Palestini, Ed.D.
Elliot Shelkrot
Marvin Shuman
Samuel B. Stewart
Richard Torbert
Daniel Wagner, Ph.D.
Patricia Wade-Walls, A.S.C.W.
JoAnn Weinberger
Debra Weiner, Ed.D.

THELMA REESE, ED.D.
EXECUTIVE DIRECTOR

STAFF OF THE COMMISSION

Denise L. Dixon
Information and Referral
Barbara J. Dunham
Administrative Assistant
Calvin Hackney
VISTA Supervisor
Rita Hayes
VISTA Volunteer
Linda Haywood
VISTA Volunteer
Lucille W. Ijoy, Ed.D.
Field Coordinator
Joyce Krajian
Assistant to the Executive Director
Deborah Mansfield
Information and Referral
Debra Moran
Information and Referral
Kerstin Painter
ESL Coordinator
Linda M. Pollack, Ed.M.
Field Coordinator
Carrol Shannon
Information and Referral
Jean E. Spriggs
Field Coordinator

ACKNOWLEDGEMENTS

FUNDING PROVIDED BY
PRINTING
COORDINATION
TYPING & EDITING
SLOGAN/LOGO
TECHNICAL ASSISTANCE
VOLUNTEERS

Donnelley Directory
Philadelphia Daily News
Deborah Mansfield
Debra Moran
Stefen Wodjarowski
Michael Giamo
Wendy Rosenfield
Lillian Wicker

CITY OF PHILADELPHIA

MAYOR'S COMMISSION ON LITERACY
702 City Hall Annex
Philadelphia, Pa. 19107
686-8652

W. WILSON GOODE
Mayor

THELMA REESE, Ed.D.
Executive Director

March, 1989

Dear Friends:

The Mayor's Commission on Literacy is very pleased to bring you this revised edition of our Literacy Resource Directory. Bringing this information up to date has required the cooperation of all listed herein; we thank you for that and for all that you do in our common endeavor.

Please use the tear-out form at the back of the directory to inform us of any corrections or future changes.

Best wishes,

Thelma Reese

Thelma Reese, Ed.D.
Executive Director
Mayor's Commission on Literacy

TABLE OF CONTENTS

	Page
Index to Beginning Reading Programs	6
Index to ABE Programs	8
Index to GED Programs	11
Index to ESL Programs	13
Index to Special Programs	15
Index to Programs by Zip Code	17
Alphabetical Index	27
Listing of Programs	31
Appendix I: Tear-Out and Corrections Page	123

INDEX TO BEGINNING READING PROGRAMS
(GRADE LEVELS 0-4)

	PAGE
Acts Ministries Center	31
Assault on Illiteracy Program	33
Audenried High School	33
Barrett Educational Center, Inc.	33
Berean Presbyterian Church Adult Reading Program	34
Bright Hope Baptist Church	34
Brown School Volunteer Center	35
Center for Initiative Training & Education	36
Center for Literacy (81 programs)	36
Christ Community Baptist Church	41
Christian Stronghold Baptist Church	41
Cigna Corporation	42
Community College of Philadelphia (17 programs)	43
Community Occupational Readiness and Placement Program, Inc. (CORPP)	45
Creative Learning Child Development Center	48
Criminal Justice Ministry of Catholic Social Services	48
Delaware Valley School of Trades	48
Dick School Volunteer Center	49
Douglas School Volunteer Center	50
Drexel University	51
Eastwick United Methodist Church	51
Edmonds School	52
Elwyn Institutes National Rehabilitation Center	52
Emlen Arms Tenant Council	52
Emlen School	53
Enrichment Center	53
Evening School for Exceptional Adults	54
Eye Institute	54
Federal Building 5000 Wissahickon - Tech/Prep	55
Feltonville School	56
Firm Hope Baptist Church	56
Fox Chase United Methodist Church	56
Free Library of Philadelphia	57
Gaudenzia House	57
Germantown Christian Assembly	58
Good Shepherd Lutheran Church	60
Grace Temple Church	60
Simon Gratz High School	61
Harambe Baptist Church	62
High Street Church Literacy Center	62
Hispanic Women's Program - The Lighthouse	63
Thomas Holme School	63
Holy Temple Church	63
Incarnation of Our Lord School Center	65
Independent Pan-African Studies	65
Institute for the Study of Civic Values (4 programs)	66
IBM	67
Jackson School Volunteer Center	68
Jameson Christian Academy	68
Jobs With Dignity	70
Johnson Concern Care Center	70
Jones Junior High School Volunteer Center	71
Kelly Volunteer School	71

INDEX TO BEGINNING READING PROGRAMS (Continued)
(GRADE LEVELS 0-4)

	PAGE
Kensington Neighborhood House	71
Let's Go To Work	73
Lombard Central Presbyterian Adult Reading Program	74
Lutheran Settlement House Women's Program	75
John Marshall School	76
Meade School Volunteer Center	77
Mercy Douglass Residence	78
Mr. Cliff's Place	80
Mt. Carmel United Methodist Church	80
Mt. Sinai Baptist Church	80
My Brother's House	81
Nationalities Service Center	81
Neighborhood Youth Achievement Program	82
New Bethel A.M.E. Church Literacy Program	83
New Hope Education Center	84
New Hope Learning Center	84
New Life Community Center	85
North City Congress - Senior Citizens Programs	86
Oak Grove Baptist Church	87
Open Door Clubhouse	88
Our Lady of the Holy Souls	89
Outreach for Christ Educational Center	89
Philadelphia Center for Older People (PCOP)	92
Philadelphia Satellite Job Corps	94
Rehoboth Temple Educational Center	96
Rhoads School Volunteer Center	96
St. Helena School Volunteer Center	98
St. Michael's Literacy Program	98
St. Michael's Parish	99
St. Vicent's Learning Lab	99
School District of Philadelphia (49 programs)	100
Senior Wheels East Literacy Program	105
Shelter for the Homeless	105
Sing, Spell, Read & Write (2 programs)	105
Southwark House	106
Southwest Community Enrichment Center	107
Southwest Human Service Project	107
Star Harbor Senior Center	108
Sulzberger Jr. High School	109
Swenson Skills Center	109
Temple University (8programs)	110
Tindley Temple	113
Tolentine Community Center	113
Triumph Baptist Church Literacy Program	114
Wayland Temple Baptist Church	118
West Philadelphia Community Center	119
Wynnefield Library Volunteer Program	120
YMCA - Greene Street	121
YMCA Chapter Two Reading Program (6 programs)	121
Yoruba Egbe	122
Zoar Community Adult Reading Program	122

INDEX TO ADULT BASIC EDUCATION (ABE) PROGRAMS
(GRADE LEVELS 5-8)

	PAGE
Acts Ministries Center	31
Aspira, Inc. of Pennsylvania	32
Assault on Illiteracy Program	33
Barrett Educational Center, Inc.	33
Berean Presbyterian Church Adult Reading Program	34
Bright Hope Baptist Church	34
Brown School Volunteer Center	35
Center for Initiative Training & Education	36
Center for Literacy (81 programs)	36
Center in the Park	40
Children's Service, Inc.	40
Christian Stronghold Baptist Church	41
Cigna Corporation	42
Community College of Philadelphia (17 programs)	43
Community Occupational Readiness and Placement Program, Inc. (CORPP)	45
Concerned Neighbors of Germantown	46
Creative Learning Child Development Center	48
Criminal Justice Ministry of Catholic Social Services	48
Delaware Valley School of Trades	48
Dick School Volunteer Center	49
District 1199C Training & Upgrading Fund	50
Douglas School Volunteer Center	50
Drexel University	51
Eastwick United Methodist Church	51
Edmonds School	52
Elwyn Institutes National Rehabilitation Center	52
Emlen School	53
Enrichment Center	53
Eye Institute	54
Fair Havens Baptist Church	55
Federal Building 5000 Wissahickon - Tech/Prep	55
Feltonville School	56
Firm Hope Baptist Church	56
Fox Chase United Methodist Church	56
Free Library of Philadelphia	57
Gaudenzia House	57
Genesis II, Inc.	58
Germantown Christian Assembly	58
Germantown Women's Education Project (GWEP)	59
Giuffre Medical Center - GED Program	59
Good Shepherd Lutheran Church	60
Grace Temple Church	60
Simon Gratz High School	61
Greater Works Ministries, Inc.	61
Harambe Baptist Church	62
Harambe - North Philadelphia	62
High Street Church Literacy Center	62
Hispanic Women's Program - The Lighthouse	63
Thomas Holme School	63
Holy Temple Church	63
Holy Trinity Bethlehem Presbyterian Church	64
Hopkinson House Learning Center	64
Incarnation of Our Lord School Center	65

INDEX TO ABE PROGRAMS (Continued)
(GRADE LEVELS 5-8)

	PAGE
Independent Pan-African Studies	65
Institute for the Study of Civic Values (4 programs)	66
Inter Community Development Corp.	67
IBM	67
Jackson School Volunteer Center	68
Jameson Christian Academy	68
Jobs With Dignity	70
Johnson Concern Care Center	70
Jones Junior High School Volunteer Center	71
Kelly Volunteer School	71
Kensington Neighborhood House	71
LaSalle Urban Center: Adult Learning Project	72
Let's Go To Work	73
Library for the Blind	73
Lombard Central Presbyterian Adult Reading Program	74
Lorne Fitzgerald Green Association	74
Lutheran Church Women's Volunteer Reading Aides Program	75
Lutheran Settlement House Women's Program	75
John Marshall School	76
Mayor's Commission on Services to the Aging	77
Meade School Volunteer Center	77
Metropolitan Collegiate Center of Germantown	78
Miller Memorial Baptist Church	79
Mini Versity	79
Mr. Cliff's Place	80
Mt. Carmel United Methodist Church	80
Mt. Sinai Baptist Church	80
My Brother's House	81
Neighborhood Education Project	82
Neighborhood Youth Achievement Program	82
New Bethel A.M.E. Church Literacy Program	83
New Central Baptist Church	84
New Hope Education Center	84
New Hope Learning Center	84
New Life Community Center	85
North City Congress - Senior Citizens Programs	86
Oak Grove Baptist Church	87
Omega Psi Phi Fraternity	88
Open Door Clubhouse	88
Our Lady of the Holy Souls	89
Outreach for Christ Educational Center	89
PASS Adult Literacy Skills Program	90
Philadelphia Center for Older People (PCOP)	92
Philadelphia Housing Authority	93
Philadelphia Opportunities Industrialization Center, Inc.	94
Philadelphia Satellite Job Corps	94
PTC Career Institute	95
Rehoboth Temple Educational Center	96
Rhoads School Volunteer Center	96
St. Bridget Parish	97
St. Helena School Volunteer Center	98
St. Michael's Literacy Program	98
St. Michael's Parish	99
St. Vicent's Learning Lab	99
School District of Philadelphia (49 programs)	100
Senior Wheels East Literacy Program	105

INDEX TO ABE PROGRAMS (Continued)
(GRADE LEVELS 5-8)

	PAGE
Shelter for the Homeless	105
Southeast Asian MAA Coalition, Inc.	106
Southwark House	106
Southwest Community Enrichment Center	107
Southwest Human Service Project	107
Sulzberger Jr. High School	109
Swenson Skills Center	109
John H. Taggart Elementary	109
Temple University (8 programs)	110
Tindley Temple	114
Tolentine Community Center	114
Triumph Baptist Church Literacy Program	114
Volunteers of America	117
Ward AME Church	118
Wayland Temple Baptist Church	118
West Philadelphia Community Center	119
Westmont	119
Women's School	120
Wynnefield Library Volunteer Program	120
YMCA - Greene Street	121
YMCA Chapter Two Reading Program (6 programs)	121
Yoruba Egbe	122
Zoar Community Adult Reading Program	122

INDEX TO GENERAL EDUCATIONAL DEVELOPMENT (GED) PROGRAMS
(GRADE LEVELS 9-12)

	PAGE
Abbottsford GED Committee	31
Aspira, Inc. of Pennsylvania (2 programs)	32
Barrett Educational Center, Inc.	33
Berean Presbyterian Church Adult Reading Program	34
Bright Hope Baptist Church	34
Center for Initiative Training & Education	36
Center in the Park	40
Children's Service, Inc.	40
Christian Stronghold Baptist Church	41
Cigna Corporation	42
Community College of Philadelphia (17 programs)	43
Community Women's Education Project	45
Concerned Neighbors of Germantown	46
Criminal Justice Ministry of Catholic Social Services	48
Delaware Valley School of Trades	48
Deliverance Bible Institute	49
District 1199C Training & Upgrading Fund	50
Drexel University	51
Enrichment Center	53
Fair Havens Baptist Church	55
Federal Building 5000 Wissahickon - Tech/Prep	55
Free Library of Philadelphia	57
Gaudenzia House	57
Genesis II, Inc.	58
Germantown Christian Assembly	58
Germantown Women's Education Project	59
Giuffre Medical Center - GED Program	59
Grace Temple Church	60
Harambe - North Philadelphia	62
High Street Church Literacy Center	62
Holy Temple Church	63
Hopkinson House Learning Center	64
Incarnation of Our Lord School Center	65
Independent Pan-African Studies	65
Inter Community Development Corp.	67
IBM	67
Jewish Employment and Vocational Service	69
Jobs With Dignity	70
Johnson Concern Care Center	70
Let's Go To Work	73
Library for the Blind	73
Lutheran Settlement House Women's Program	75
Miller Memorial Baptist Church	79
Mini Versity (4 programs)	79
Mr. Cliff's Place	80
Mt. Carmel United Methodist Church	80
My Brother's House	81
National Training Service, Inc.	81
Nationalities Service Center	81
Neighborhood Education Project	82
New Hope Education Center	84
New Hope Learning Center	84
Omega Psi Phi Fraternity	88
Open Door Clubhouse	88
Outreach for Christ Educational Center	89
PASS Adult Literacy Skills Program (3 programs)	90

INDEX TO GED PROGRAMS (Continued)
(GRADE LEVELS 9-12)

	PAGE
Philadelphia Opportunities Industrialization Center, Inc.	94
Philadelphia Satellite Job Corps	94
Pinn Memorial Baptist Church	94
PTC Career Institute	95
Rehoboth Temple Educational Center	96
St. Gabriel's Church	97
St. Michael's Literacy Program	98
St. Michael's Parish	99
St. Vicent's Learning Lab	99
Sanctuary Bible Institute-GED Program	100
School District of Philadelphia (49 programs)	100
Southwest Human Service Project	107
Stinger Square Community Services, Inc.	108
Temple University (8 programs)	110
Tolentine Community Center	113
Triumph Baptist Church Literacy Program	114
United Communities of Southeast Philadelphia	115
Watterson Skill Center	118
West Philadelphia Community Center	119
Women Against Abuse	119
Women's School	120
YMCA - Greene Street	121
Yoruba Egbe	122
Zoar Community Adult Reading Program	122

INDEX TO ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

	PAGE
Asian-American Service Center	32
Aspira, Inc. of Pennsylvania (2 programs)	32
Cambodian Association of Greater Philadelphia (2 programs)	36
Center for Initiative Training & Education	36
Center for Literacy (81 programs)	36
Chinese-American Resource Center	40
Chinese Christian Church and Center	41
Christian Stronghold Baptist Church	41
Community College of Philadelphia (17 programs)	43
Congreso De Latinos Unidos - Centro De Servicios Comunales	46
Congreso De Latinos Unidos	46
Council of Spanish-Speaking Organizations, Inc.	47
Criminal Justice Ministry of Catholic Social Services	48
District 1199C Training & Upgrading Fund	50
Drexel University	51
Drexel - NSC	51
English Speaking Union	53
Free Library of Philadelphia	57
Greater Philadelphia Overseas Chinese Association	61
Hispanic Women's Program - The Lighthouse	63
Holy Temple Church	63
Holy Trinity Bethlehem Presbyterian Church	64
Hopkinson House Learning Center	64
Incarnation of Our Lord School Center	65
Indo-Chinese American Council	66
International House of Philadelphia	67
International Students Christian Fellowship	68
Jewish Employment and Vocational Service (3 programs)	69
Korean Community Center	72
LaSalle Urban Center: Adult Learning Project	72
Let's Go To Work	73
Logan Community Development Corporation	74
Lutheran Church Women's Volunteer Reading Aides Program	75
Lutheran Settlement House Women's Program	75
Maria De Los Santos	76
Mr. Cliff's Place	80
Mt. Carmel United Methodist Church	80
Nationalities Service Center	81
Naval Family Service Center	82
David Neuman Senior Center (4 programs)	83
New Hope Education Center	84
New World Association of Emigres from Russia	85
Norris Square Presbyterian Church	86
Olney Neighborhood Center	88
Partners for ESL	90
Philadelphia Center for Older People	92
Philadelphia Council for the International Reading Association	93
St. Bonaventure Church	97
St. Joseph's University	98
St. Michael's Literacy Program	98
St. Michael's Parish	98
St. Veronica School Volunteer Center	99
School District of Philadelphia (49 programs)	100
Sing, Spell, Read & Write (2 programs)	105
Southeast Asian MAA Coalition, Inc.	106
Southwest Human Service Project	107
Temple University (8 programs)	110

INDEX TO ESL PROGRAMS (Continued)

	PAGE
Tenth Presbyterian Church	113
Tolentine Community Center	113
United Communities, Houston Center	115
United Polish American Social Services	116
U.S. China People's Friendship Association	116
Wyoming Avenue Baptist Church	120

INDEX TO SPECIAL PROGRAMS

	PAGE
Acts Ministries Center	31
ARC Rainbow	31
Benjamin Rush Center	34
Christian Stronghold Baptist Church	41
CO-MHAR Acute Partial Hospitalization Program	42
Community Council MH/MR	45
Community Women's Educational Project	45
Consortium, The	47
CORA Neuman Truancy and Dropout Prevention Program	47
Diagnostic and Rehabilitation Center	49
District 1199C Training & Upgrading Fund	50
Charles Drew Center	50
Eye Institute	54
Family Court of Philadelphia	55
Genesis II, Inc.	58
Germantown Women's Education Project	59
Gordon Phillips Beauty School (2 programs)	60
Home Management, Employment Skills and Entrepreneurship Institute, Inc.	64
Horizon House, Inc.	65
Independent Pan-African Studies	65
Jewish Employment and Vocational Service (3 programs)	69
Let's Go To Work	73
Library for the Blind	73
Literacy Research Center-University of Pennsylvania	73
Lutheran Church Women's Volunteer Reading Aides Program	75
Market Training Institute (MTI)	76
McKean House Drug & Rehabilitation Program	77
Metropolitan Collegiate Center of Germantown	78
Metropolitan Hospital Psychological Unit	78
New Life Community Center	85
Ronald Bruce Nipon Association	85
Northeast Community MH/MR Center	86
Northwest Mental Health	87
Offender Aid and Restoration	87
Operation Outreach	89
PATH, Inc. Older Adult ESL	91
PATH, Inc. Social Rehabilitation Program	91
Pennsylvania National Guard	91
Philadelphia Committee for the Homeless	92
Prison Literacy Project	95
Programs for Exceptional People	95
Research for Better Schools	96
Special Offenders Project	107
Special People in the Northeast (SPIN)	108
Temple University (8 programs)	110
Tolentine Community Center	113
United Cerebral Palsy Association	114
Veterans Upward Bound Program	117
YWCA of Germantown	122

INDEX TO PROGRAMS BY ZIP CODE

	PAGE
19102	
Mayor's Commission on Services to the Aging	77
YMCA Chapter Two Reading Program	121
19103	
Beth Zion/Beth Israel - CFL	36
Cigna Corporation	42
English Speaking Union	53
Family Court of Philadelphia	55
Free Library of Philadelphia - CFL	36
Holy Trinity Church - CFL	36
IBM	67
International Students Christian Fellowship	68
Philadelphia Institute Library - CFL	36
Prison Literacy Project	95
PTC Career Institute	95
Tenth Presbyterian Church	113
YWCA - CFL	36
19104	
Center for Literacy	36
Christ Community Baptist Church	41
Consortium, The	47
Drexel University	51
Drexel University/Hagerty Library - CFL	36
Elwyn Institutes National Rehabilitation Center	52
Home Management Employment Skills and Entrepreneurship Institute, Inc.	64
Horizon House, Inc.	65
International House of Philadelphia	67
Literacy Research Center - University of Pennsylvania	73
Lombard Central Presbyterian Adult Reading Program	74
Mantua Library - CFL	36
McMichael School - School District	100
Mt. Olivet Baptist Church - CFL	36
New Hope Learning Center	84
Presbyterian Hospital - CFL	36
Spruce Hill Association - CFL	36
U.S. China People's Friendship Association	116
Veterans Upward Bound Program - University of Pennsylvania	117
West Catholic High School for Girls - CCP	43
Woodland Presbyterian Church - CFL	36
19106	
Diagnostic and Rehabilitation Center	49
Hopkinson House Learning Center	64
Mellon Bank Center - CFL	36
National Training Service, Inc.	81
Rohm & Haas Co. - CFL	36
United Polish American Social Services	116

	PAGE
19107	
Arch St. Methodist Church - CFL	36
Center for Initiative Training & Education	36
Children's Service, Inc. - The Learning Center	40
Chinese-American Resource Center	40
Chinese Christian Church and Center	41
Community Occupational Readines and Placement Program, Inc. (CORPP)	45
District 1199C Training & Upgrading Fund	50
Gordon Phillips Beauty School	60
Institute for the Study of Civic Values Right to Read Program	66
Jewish Employment & Vocational Service	69
Library for the Blind	73
Library for the Blind (School District)	100
Market Training Institute	76
Metropolitan Hospital Psychological Unit	78
Nationalities Service Center	81
Offender Aid and Restoration	87
Special Offenders Project	107
Tindley Temple	113
Women Against Abuse	119
19108	
Lorne Fitzgerald Green Association	74
19111	
Fox Chase Library - CFL	36
Fox Chase United Methodist Church	56
Jewish Employment & Vocational Service	69
Lawncrest Library - CFL	36
Northeast Standard Evening - School District	100
19112	
Naval Family Service Center	82
Naval Base/Naval Education Center - CCP	43
19114	
Thomas Holme School	63
Swenson Skills Center	109
Northeast Regional Center - CCP	43
19115	
PATH, Inc. Older Adult ESL	91
Robert Saligman House - Neuman Center	83
19116	
Bustleton Library - CFL	36
George Washington H.S. - Neuman Center	83
Shalom Arbor House - Neuman Center	83

	PAGE
19118	
Philadelphia Council of the International Reading Association	93
19119	
East Mt. Airy Neighbors/Institute for the Study of Civic Values	66
Emlen Arms Tenant Council	52
Emlen School	53
Germantown Christian Assembly	58
Let's Go To Work	73
Lovett Memorial Library - CFL	36
Northwest Mental Health	87
St. Michael's Literacy Program	98
19120	
Cambodian Association of Greater Philadelphia	36
Feltonville School	56
Incarnation of Our Lord School Center	65
Korean Community Center	72
Olney Library - School District	100
Olney Neighborhood Center	88
St. Helena School Volunteer Center	98
Wyoming Library - CFL	36
Wyoming Library - School District	100
19121	
Berean Presbyterian Church Adult Reading Program	34
Bright Hope Baptist Church	34
Columbia Avenue Library - School District	100
Columbia Library - CFL	36
Columbia North YMCA - YMCA Chapter Two Reading Program	121
Dick School Volunteer Center	49
Douglas School Volunteer Center	50
Genesis II, Inc.	58
Harambe-North Philadelphia	62
Hill School (CLIC) - School District	100
Johnson Concern Care Center	70
Meade School Volunteer Center	77
Meade School - School District	100
Miller Memorial Baptist Church Adult Reading Center	79
Most Precious Blood School - CCP	43
Temple-Neighborhood Adult Basic Education	110
Temple University - TU-CLIC	110
Wayland Temple Baptist Church	118

	PAGE
19122	
Giuffre Medical Center - GED Program	59
Jewish Employment and Vocation Service (ACT)	69
Mini Versity	79
Norris Square Presbyterian Church	86
Pan-African Studies Community Education Program	110
Philadelphia Opportunities Industrialization Center, Inc.	94
Project LEIF - Temple University	110
St. Michael's Parish	99
Temple Mile - Adult Services	110
Temple University - TU-CLIC	110
Temple University - Intensive English Language Program	110
Temple University - Joint Jobs Initiative	110
Temple University - NABE	110
Temple University - Project LEIF	110
Watterson Skill Center	118
19123	
Aspira, Inc. of Pennsylvania	32
Congreso De Latinos Unidos	46
Council of Spanish-Speaking Organizations Inc. (CONCILIO)	46
Delaware Valley School of Trades	48
Independent Pan-African Studies, Community Education Program	65
Philadelphia Committee for the Homeless	92
Research for Better Schools	96
Salvation Army/Temple Corps. - School District	100
Shelter for the Homeless	105
Zoar Community Adult Reading Program	122
19124	
CO-MHAR Acute Partial Hospitalization Program	42
CORA Neuman Truancy and Dropout Prevention Program	47
Frankford Library - CFL	36
Frankford Library - School District	100
Frankford YWCA - CFL	36
Friends' Hospital - CFL	36
John Marshall School	76
Mr. Cliff's Place	79
Neighborhood Education Project	82
Northeast Community Mental Health/Mental Retardation Center	86
St. Marks Church - CFL	36
Salem Lutheran Church - CFL	36
19125	
Brown School Volunteer Center	35
Episcopal Hospital - CFL	36
Lutheran Settlement House Women's Program	75
McPherson Library - CFL	36
Open Door Clubhouse	88
CO-MHAR CMHC	
Rodriquez Library - CFL	36
St. Anne School (PASS)	90

	PAGE
19126	
Grace Temple Church	60
Holy Angels School - CCP	43
19128	
Roxborough Library - School District	100
Roxborouth YMCA - YMCA Chapter Two Reading Program	121
St. Timothy's Church - CCP	43
19129	
Abbottsford GED Committee	31
Lutheran Church Women's Volunteer Reading Aides Program	75
St. Bridget Parish Adult Literacy Program	97
19130	
Berean Institute - School District	100
Center for the Homeless - School District	100
Community College of Philadelphia	43
Franklin High School - School District	100
Little Neighborhood Center - School District	100
Philadelphia Newspapers Inc. - CFL	36
Benjamin Franklin Standard Evening - School District	100
Sing, Spell, Read & Write	105
19131	
Assault on Illiteracy Program	33
Community Council MH/MR	45
Christian Stronghold Baptist Church	41
Creative Learning Child Develoment Center	48
Haverford Library - CFL	36
Jameson Christian Academy	68
Neighborhood Youth Achievement Program	82
Our Lady of Lourdes School - CCP	43
Pinn Memorial Baptist Church	94
Pinn Memorial Church - CCP (CLIC)	43
St. Joseph University	98
Wynnefield Library - School District	100
Wynnefield Library Volunteer Program	120
19132	
Charles Drew Center	50
Jobs with Dignity	70
Mt. Sinai Baptist Church	80
North City Congress - Senior Citizens Programs	86
Oak Grove Baptist Church	87
Reynolds Elementary School - CFL	36
St. Elizabeth's Church - CFL	36
South Lehigh Action Council/Institute for the Study of Civic Values	66
Upper Strawberry Mansion Civic Association - CFL	36
Volunteers of America	117
Widener Library - CFL	36
Widener Library - School District	100

	PAGE
19133	
Aspira, Inc. of Pennsylvania	32
Cookman United Methodist Church/Institute for the Study of Civic Values	66
Drexel - NSC	51
Enrichment Center	54
Hispanic Women's Program - The Lighthouse	63
St. Barnabas Church (CLIC) - School District	100
St. Bonaventure Church	97
Senior Wheels East Literacy Program	105
19134	
Community Women's Education Project (CWEP)	45
Firm Hope Baptist Church	56
Free Library/Richmond Branch - School District	100
Impact Services (PASS)	90
Jones Junior High School Volunteer Center	71
Kensington Congregational United Church of Christ - CFL	36
Kensington Neighborhood House	71
Maria De Los Santos	76
McPherson Square Library - School District	100
Our Saviour Lutheran Church - CFL	36
Salvation Army - School District	100
19135	
Good Shepherd Lutheran Church	60
Gordon Phillips Beauty School	60
Tacony Library - CFL	36
Tacony Methodist Church - CFL	36
19136	
Operation Outreach	89
Holmesburg Library - CFL	36
PATH, Inc. Social Rehabilitation Program	91
Torresdale Library - School District	100
19138	
Harambe Baptist Church	
Martin L. King High School - School District	100
Oak Lane Library - School District	100
West Oak Lane Library - School District	100

	PAGE
19139	
Criminal Justice Ministry of Catholic Social Services	48
Free Library/Haverford Branch - School District	100
Greater Philadelphia Overseas Chinese Association	61
Mercy Douglass Residence	78
Philadelphia Sattelite Job Corps	94
Rhoads School Volunteer Center	96
Salvation Army West - School District	100
Sanctuary Bible Institute - GED Program	100
Southeast Asian MAA Coalition, Inc.	106
Sultzberger Jr. High School	109
West Philadelphia Regional Center - CFL	36
West Philadelphia Standard Evening - School District	100
West Philadelphia YMCA - YMCA Chapter Two Reading Program	121
West Regional Library - CFL	36
19140	
ARC Rainbow	31
Centro Pedro Claver - CFL	36
Congreso Delatinos Unidos - Centro De Services Comunales	46
Cramp School - School District	100
Deliverance Bible Institute	49
Gaudenzia House	46
Simon Gratz High School	61
Nicetown Boys and Girls Club - CFL	36
Nicetown Library - CFL	36
Our Lady of the Holy Souls	89
Philadelphia Center for Older People	92
St. Veronica School Volunteer Center	99
Salvation Army/Germantown - School District	100
Sing, Spell, Read & Write	105
Triumph Baptist Church Literacy Program	114
Wyoming Avenue Baptist Church	120
19141	
Evening School for Exceptional Adults	54
Eye Institute	54
Fair Havens Baptist Church	55
Holy Trinity Bethlehem Presbyterian Church	64
Indo-Chinese American Council	66
La Salle Urban Center: Adult Learning Project	72
Logan Community Development Corporation	74
Logan Human Services NAC/Institute for the Study of Civic Values	66
Logan Library - CFL	36
Mt. Carmel United Methodist Church	80
New Life Community Center	85
Pennsylvania National Guard Headquarter, 1-104th Cavalry	91
Rehoboth Temple Educational Center	96
St. Benedict School (PASS)	90
19142	
Paschalville Library - School District	100
St. James Episcopal Church - CCP (CLIC)	43
Southwest Human Service Project	107

	PAGE
19143	
Bryant School - School District	100
Calvary Methodist Church - CFL	36
Free Library/Kingsessing Branch - School District	100
Most Blessed Sacrament Church - CFL	36
Muhlenberg Memorial Lutheran Church - CCP (CAL)	43
Saint Frances DeSales - CFL	36
Seminole Center - CFL	36
Southwest Community Enrichment Center	107
Star Harbor Senior Center	108
Ward AME Church	118
West Philadelphia Community Center	119
White Rock Baptist Church - CCP (CAL)	43
Women's School	120
19144	
Canaan Baptist Church - CFL	36
Center in the Park	40
Concerned Neighbors of Germantown	46
Enon Tabernacle Baptist Church - CCP (CLIC)	43
Federal Building 5000 Wissahickon - Tech/Prep	55
Germantown Boys and Girls Club - CFL	36
Germantown Standard Evening - School District	100
Germantown Women's Education Project (GWEP)	59
Germantown YWCA - CFL	36
High Street Church Literacy Center	62
Janes Memorial Church - School District	100
Janes Memorial Education Center - CFL	36
Kelly Volunteer School	71
Library/Broad and Morris - CFL	36
Metropolitan Collegiate Center of Germantown	78
New Bethel A.M.E. Church Literacy Program	83
New Hope Education Center	84
New Hope Outreach Center - CFL	36
Northwest Regional Library - CFL	36
Northwest Regional Library - School District	100
Omega Psi Phi Fraternity	88
Outreach for Christ Education Center	89
Pennsylvania School for the Deaf - CFL	36
St. Vincent's Learning Lab	99
Se-Lah Port Shelter - CFL	36
United Cerebral Palsy Association	114
West Oak Lane Library - CFL	36
Westmont	119
YMCA - Greene Street	121
YMCA of Germantown Community Remedial Training Center	122
19145	
Asian - American Service Center	32
Audenried High School	33
Dixon House - CFL	36
Stinger Square - School District	100

	PAGE
19146	
Barrett Education Center, Inc.	33
Christian St. YMCA - YMCA Chapter Two Reading Program	121
J.F. Kennedy Center - School District	100
My Brother's House	81
New Central Baptist Church	84
Programs for Exceptional People (PEP)	95
St. Gabriel's Church	97
Stinger Square Community Services, Inc.	108
Tindley Temple - School District	100
Yoruba Egbe	122
19147	
ACTS Ministries Center	31
Cambodian Association of Greater Philadelphia - Houston House	36
Church of the Saviour - CFL	36
Hawthorne House - CFL	36
House of Industry - CFL	36
House of Industry - United Comm. of Southeast Phila.	115
Jackson School Volunteer Center	68
Partners for ESL	90
Philadelphia Center for Older People	92
St. John's Episcopal Church - CCP	43
St. Rita's Armory Bldg. - CCP (CAL)	43
School District of Philadelphia	100
Southwark House	106
Southwark House - United Comm. of Southeast Phila.	115
Southwark Library - CFL	36
United Communities of Southeast Philadelphia	115
Whitman Library - CFL	36
YMHA - CFL	36
19148	
Greenwich Library - CFL	36
Free Library/South Phila. Branch - School District	100
McKean House Drug & Rehabilitation Program	77
St. John The Evangelist - CFL	36
South Phila. Standard Evening - School District	100
John H. Taggart Elementary School Volunteer Center	109
Tolentine Community Center and Development Corporation	114
United Communities, Houston Center	115
19149	
Bushrod Library - CFL	36
Free Library/Northeast Branch - School District	100
David Neuman Senior Center	83
Northeast Regional Library - CFL	36
St. Timoth's Catholic Church - CFL	36
19150	
Edmonds School	52

	PAGE
19151	
Greater Works Ministries, Inc.	61
Holy Temple Church	63
Overbrook Library - CFL	36
19152	
New World Association of Emigres from Russia	85
Northeast YWCA - CFL	36
Welsh Road Library - CFL	36
19153	
Eastwick United Methodist Church	51
19154	
Benjamin Rush Center	34
Kathryn Drexel Library - CFL	36
Northeast YMCA - YMCA Chapter Two Reading Program	121
Special People in the Northeast (SPIN)	108

ALPHABETICAL INDEX

	PAGE
Abbottsford GED Committee	31
Acts Ministries Center	31
ARC Rainbow	31
Asian-American Service Center	32
Aspira, Inc. of Pennsylvania (2 Programs)	32
Assault on Illiteracy Program	33
Audenried High School	33
Barrett Educational Center, Inc.	33
Benjamin Rush Center	34
Berean Presbyterian Church Adult Reading Program	34
Bright Hope Baptist Church	34
Brown School Volunteer Center	35
Cambodian Association of Greater Philadelphia (2 programs)	36
Center for Initiative Training & Education	36
Center for Literacy (81 programs)	36
Center in the Park	40
Children's Service, Inc.	40
Chinese-American Resource Center	40
Chinese Christian Church and Center	41
Christ Community Baptist Church	41
Christian Stronghold Baptist Church	41
Cigna Corporation	42
CO-MHAR Acute Partial Hospitalization Program	42
Community College of Philadelphia (17 programs)	43
Community Council MH/MR	45
Community Occupational Readiness and Placement Program, Inc. (CORPP)	45
Community Women's Education Project	45
Concerned Neighbors of Germantown	46
Congreso De Latinos - Centro De Servicios Comunales	46
Congreso De Latinos Unidos	46
Consortium, The	47
CORA Neuman Truancy and Dropout Prevention Program	47
Council of Spanish-Speaking Organizations, Inc.	47
Creative Learning Child Development Center	48
Criminal Justice Ministry of Catholic Social Services	48
Delaware Valley School of Trades	48
Deliverance Bible Institute	49
Diagnostic and Rehabilitation Center	49
Dick School Volunteer Center	49
District 1199C Training & Upgrading Fund	50
Douglas School Volunteer Center	50
Charles Drew Center	50
Drexel University	51
Drexel - NSC	51
Eastwick United Methodist Church	51
Edmonds School	52
Elwyn Institutes National Rehabilitation Center	52
Emlen Arms Tenant Council	52
Emlen School	53
English Speaking Union	53
Enrichment Center	53
Evening School for Exceptional Adults	54
Eye Institute	54
Fair Havens Baptist Church	55

ALPHABETICAL INDEX (Continued)

	PAGE
Family Court of Philadelphia	55
Federal Building 5000 Wissahickon - Tech/Prep	55
Feltonville School	56
Firm Hope Baptist Church	56
Fox Chase United Methodist Church	56
Free Library of Philadelphia	57
Gaudenzia House	57
Genesis II, Inc.	58
Germantown Christian Assembly	58
Germantown Women's Education Project (GWEP)	59
Giuffre Medical Center - GED Program	59
Good Shepherd Lutheran Church	60
Gordon Phillips Beauty School (2 programs)	60
Grace Temple Church	60
Simon Gratz High School	61
Greater Philadelphia Overseas Chinese Association	61
Greater Works Ministries, Inc.	61
Harambe Baptist Church	62
Harambe - North Philadelphia	62
High Street Church Literacy Center	62
Hispanic Women's Program - The Lighthouse	63
Thomas Holme School	63
Holy Temple Church	63
Holy Trinity Bethlehem Presbyterian Church	64
Home Management, Employment Skills and Entrepreneurship Institute, Inc.	64
Hopkinson House Learning Center	64
Horizon House, Inc.	65
Incarnation of Our Lord School Center	65
Independent Pan-African Studies	65
Indo-Chinese American Council	66
Institute for the Study of Civic Values (4 programs)	66
Inter Community Development Corp.	67
IBM	67
International House of Philadelphia	67
International Students Christian Fellowship	68
Jackson School Volunteer Center	68
Jameson Christian Academy	68
Jewish Employment and Vocational Service (3 programs)	69
Jobs With Dignity	70
Johnson Concern Care Center	70
Jones Junior High School Volunteer Center	71
Kelly Volunteer School	71
Kensington Neighborhood House	71
Korean Community Center	72
LaSalle Urban Center: Adult Learning Project	72
Let's Go To Work	73
Library for the Blind	73
Literacy Research Center-University of Pennsylvania	73
Logan Community Development Corporation	74
Lombard Central Presbyterian Adult Reading Program	74
Lorne Fitzgerald Green Association	74
Lutheran Church Women's Volunteer Reading Aides Program	75
Lutheran Settlement House Women's Program	75
Maria De Los Santos	76
Market Training Institute (MTI)	76
John Marshall School	76
Mayor's Commission on Services to the Agining	77

192

	PAGE
McKean House Drug & Rehabilitation Program	77
Meade School Volunteer Center	77
Mercy Douglass Residence	78
Metropolitan Collegiate Center of Germantown	78
Metropolitan Hospital Psychological Unit	78
Miller Memorial Baptist Church	79
Mini Versity (4 programs)	79
Mr. Cliff's Place	80
Mt. Carmel United Methodist Church	80
Mt. Sinai Baptist Church	80
My Brother's House	81
National Training Service, Inc.	81
Nationalities Service Center	81
Naval Family Service Center	82
Neighborhood Education Project	82
Neighborhood Youth Achievement Program	82
David Neuman Senior Center (4 programs)	83
New Bethel A.M.E. Church Literacy Program	83
New Central Baptist Church	84
New Hope Education Center	84
New Hope Learning Center	84
New Life Community Center	85
New World Association of Emigres from Russia	85
Ronald Bruce Nipon Association	85
Norris Square Presbyterian Church	86
North City Congress - Senior Citizens Programs	86
Northeast Community MH/MR Center	86
Northwest Mental Health	87
Oak Grove Baptist Church	87
Offender Aid and Restoration	87
Olney Neighborhood Center	88
Omega Psi Phi Fraternity	88
Open Door Clubhouse	88
Operation Outreach	89
Our Lady of the Holy Souls	89
Outreach for Christ Educational Center	89
Partners for ESL	90
PASS Adult Literacy Skills Program (3 programs)	90
PATH, Inc. Older Adult ESL	91
PATH, Inc. Social Rehabilitation Program	91
Pennsylvania National Guard	91
Philadelphia Center for Older People (PCOP)	92
Philadelphia Center for Older People - North Branch	92
Philadelphia Committee for the Homeless	92
Philadelphia Council for the International Reading Association	93
Philadelphia Housing Authority	93
Philadelphia Opportunities Industrialization Center, Inc.	94
Philadelphia Satellite Job Corps	94
Pinn Memorial Baptist Church	94
Prison Literacy Project	95
Programs for Exceptional People	95
PTC Career Institute	95
Rehoboth Temple Educational Center	96
Research for Better Schools	96
Rhoads School Volunteer Center	96
St. Bonaventure Church	97

ALPHABETICAL INDEX (Continued)

	PAGE
St. Bridget Parish	97
St. Gabriel's Church	97
St. Helena School Volunteer Center	98
St. Joseph's University	98
St. Michael's Literacy Program	98
St. Michael's Parish	99
St. Veronica School Volunteer Center	99
St. Vicent's Learning Lab	99
Sanctuary Bible Institute - GED Program	100
School District of Philadelphia (47 programs)	100
Senior Wheels East Literacy Program	105
Shelter for the Homeless	105
Sing, Spell, Read & Write (2 programs)	105
Southeast Asian MAA Coalition, Inc.	106
Southwark House	106
Southwest Community Enrichment Center	107
Southwest Human Service Project	107
Special Offenders Project	107
Special People in the Northeast	108
Star Harbor Senior Center	108
Stinger Square Community Services, Inc.	108
Sulzberger Jr. High School	109
Swenson Skills Center	109
John H. Taggart Elementary	109
Temple University (8 programs)	110
Tenth Presbyterian Church	113
Tindley Temple	113
Tolentine Community Center	113
Triumph Baptist Church Literacy Program	114
United Cerebral Palsy Association	114
United Communities, Houston Center	115
United Communities of Southeast Philadelphia	115
United Polish American Social Services	116
U.S. China People's Friendship Association	116
Veterans Upward Bound Program	117
Volunteers of America	117
Ward AME Church	118
Watterson Skill Center	118
Wayland Temple Baptist Church	118
West Philadelphia Community Center	119
Westmont	119
Women Against Abuse	119
Women's School	120
Wynnefield Library Volunteer Program	120
Wyoming Avenue Baptist Church	120
YMCA - Greene Street	121
YMCA Chapter Two Reading Program (6 programs)	121
Yoruba Egbe	122
YWCA of Germantown	122
Zoar Community Adult Reading Program	122

ABBOTTSFORD GED COMMITTEE
3210 McMichael Street
Philadelphia, PA 19129
848-6911
Dorothy Harrell

GED

Description: Program is chiefly for residents of the Abbottsford Homes seeking their GED.

Eligible Participants: Space is currently limited to Abbottsford tenants.

Fee: $4.00 per week.

Hours of program: Monday and Wednesday, 7:30 p.m. - 10:00 p.m., September to June.

How to Enter Program: Telephone for information.

ACTS MINISTRIES CENTER
Emmanuel Chapel
1127 S. Broad Street
Philadelphia, PA 19147
551-6455
Mr. Dennis McAllister

Beginning Reading **ABE** **Special Programs**

Description: Individual instruction for people needing skills in basic reading, writing and math. Job referral for long term students. Child care available.

Eligible Participants: Open to community.

Fee: None.

Hours of Program: Individually scheduled between 9:00 a.m. - 7:30 p.m.

How to Enter Program: Call Center.

ARC RAINBOW
2350 W. Westmoreland Street
Philadelphia, PA 19140
229-4550
Ellen Dara

Special Programs

Description: In-house program to improve functional literacy skills, emphasis on telling time, handling money and reading community signs.

Eligible Participants: In-house.

Fee: None.

Hours of Program: Weekdays, 8:30 a.m. - 4:30 p.m.

How to Enter Program: In-house program.

ASIAN-AMERICAN SERVICE CENTER
1719 A Morris Street
Philadelphia, PA 19145
755-8369
Father Joseph Huynh

ESL

Description:	Agency aims to help immigrants and refugee newcomers learn conversational English and Reading.
Eligible Particpants:	Open to community, especially Asian adults.
Fee:	None.
Hours of Program:	Monday, Tuesay and Thursday, 7:00 - 9:00 p.m.
How to Enter Program:	Call office between 1:00 - 2:00 p.m. during the week.

ASPIRA, INC. OF PENNSYLVANIA
2726 N. 6th Street
Philadelphia, PA 19133
229-1226
Neida Perez

ABE GED ESL

Description:	GED, ABE, and ESL classes for Hispanic youth with vocational orientation and computer training.
Eligible Participants:	16-21 year old Puerto Rican/Latino students.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Contact Neida Perez.

ASPIRA, INC. OF PENNSYLVANIA
526 W. Girard Avenue
Philadelphia, PA 19123
923-2717
Rosie Archilla

GED ESL

Description:	GED and Pre-employment skills training to Hispanic youth. Classes in English or Spanish. Functional English class offered to Spanish dominant students.
Eligible Participants:	Hispanic dropouts 16 to 21 years of age.
Fee:	None.
Hours of Program:	Weekdays, 9:00 a.m. - 5:00 p.m. Classes are Monday thru Friday, 3 hours per day.
How to Enter Program:	Contact Rosie Archilla at 923-2717.

ASSAULT ON ILLITERACY PROGRAM
Pinn Memorial Baptist Church
54th and Wynnefield Avenue
Philadelphia, PA 19131
877-4332
Mrs. Vivien Hansbury

Beginning Reading **ABE**

Description: A.O.I.P. offers literacy instruction to individuals who want to improve their basic reading, GED content areas, writing, and math skills. Support services such as counseling and referrals are available.

Eligible Participants: Open.

Fee: None.

Hours of Program: Tuesday and Thursday, 5:00 p.m. - 7:00 p.m.

How to Enter Program: Call Mrs. Hansbury for more information.

AUDENRIED HIGH SCHOOL
33rd & Tasker Streets
Philadelphia, PA 19145
468-4343
Tina Goldstein, Librarian

Beginning Reading

Description: Center offers literacy instruction with volunteer teachers.

Eligible Participants: All adults.

Fee: None.

Hours of Program: Weekdays, 8:00 a.m. - 2:00 p.m. (school hours)

How to Enter Program: Contact Tina Goldstein during school hours.

BARRETT EDUCATIONAL CENTER, INC.
1302-04 South 24th Street
Philadelphia, PA 19146
462-1934
Dorothy D. Allen

Beginning Reading **ABE** **GED**

Description: The center offers a variety of programs for community residents and youth, including adult education at all levels.

Eligible Participants: Open.

Fee: None except for GED course: $75.00-10-12 week course, $10.00- testing.

Hours of Program: ABE: Monday - Friday, 1:00 p.m. - 4:30 p.m. - GED: Monday and Wednesday, 10:00 a.m. - 2:00 p.m. and 5:30 p.m. - 8:30 p.m.

How to Enter Program: Applications are taken at center.

BENJAMIN RUSH CENTER
11082 Knights Road
Philadelphia, PA 19154
632-9040
Luann Bonifante

Special Program

Description: Literacy tutoring for clients in program.

Eligible Participants: Clients at the center.

Fee: None.

Hours of Program: As scheduled.

How to Enter Program: In-house program.

BEREAN PRESBYTERIAN CHURCH ADULT READING PROGRAM
Broad & Diamond Streets
Philadelphia, PA 19121
769-2788 or 769-5683
Rev. J. Jerome Cooper, Pastor
Raseeda Reynolds, Coordinator

Beginning Reading **ABE** **GED**

Description: The program provides tutoring and remedial services to community residents interested in basic literacy and/or GED training.

Eligible Participants: Open.

Fee: None.

Hours of Program: Tuesday and Thursday , 6:30 p.m. - 10:00 p.m.
Monday and Wednesday, 5:30 p.m. - 7:30 p.m.

How to Enter Program: Call church office or come to program on Tuesday.

BRIGHT HOPE BAPTIST CHURCH
12th and Columbia Avenue
Philadelphia, PA 19121
232-6004
Rev. William H. Gray III, Pastor
Mrs. Elizabeth Henderson, Coordinator

Beginning Reading **ABE** **GED**

Description: Church tutoring center offers basic literacy training and GED instruction to people interested in furthering their knowledge in the English Language.

Eligible Participants: Church members and community residents.

Fee: None.

Hours of Program: Flexible.

How to Enter Program: Call church for further information.

BROWN SCHOOL VOLUNTEER CENTER
Sergeant and Jasper Streets
Philadelphia, PA 19125
739-9360
Stephanie Covert

Beginning Reading ABE

Description:	Center offers literacy instruction to individuals in need of basic reading and writing sills.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday and Wednesday, 2:45 p.m. - 3:45 p.m.
How to Enter Program:	Students should call contact person at school.

CAMBODIAN ASSOCIATION OF GREATER PHILADELPHIA
5412 N. 5th Street
Philadelphia, PA 19120
324-2633
Chin Hay Kho

ESL

Description:	Mutual Assistance Agency provides English as a Second Language classes to refugees from Cambodia.
Eligible Participants:	Refugees from Cambodia.
Fee:	None.
Hours of Program:	Office is open 9:00 - 5:00.
How to Enter Program:	Call Mr. Chin Hay Kho, 324-4070, for information.

2029 S. 8th Street
Philadelphia, PA 19147
Mon-Fri, 9:00-1:00

5412 N. 5th Street
Philadelphia, PA 19120
Mon-Fri, 1:00-5:00

CENTER FOR INITIATIVE TRAINING & EDUCATION
1316 Arch Street, 6th Fl.
Philadelphia, PA 19107
568-3220
Leonard Feingold
Lesley Grady

Beginning Reading **ABE** **GED** **ESL**

Description:	All programs lead to competence in secretarial skills.
Eligible Participants:	JTPA.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Call School.

CENTER FOR LITERACY, THE
3723 Chestnut Street
Philadelphia, PA 19104
382-3700
Jo Ann Weinberger

Beginning Reading **ABE** **ESL**

Description:	CFL trains volunteer tutors to teach basic reading, writing, and math skills to adults, based on the student's individual needs and goals. CFL also offers classes in math, writing, reading, spelling and English as a Second Language. The Center coordinates communtiy-based learning sites throughout Philadelphia where tutors and students meet, including computer learning centers where students can work with personal computers.
Eligible Participants:	Out of school adults 16 years or older.
Fee:	None.
Hours of Program:	Office: Monday - Friday, 9:00 a.m. - 5:00 p.m.; day and evening tutoring.
How to Enter Program:	Students should call the Center to be referred to a coordinator in their area of the city.

Center City - Coordinator: Marther Merson, 568-1763

Arch St. Methodist Church
Broad and Arch Streets
Philadelphia, PA 19107

Beth Zion/ Beth Israel
18th and Spruce Streets
Philadelphia, PA 19103

Mellon Bank Center
15th and South Penn Square
Philadelphia, PA 19106

Philadelphia Institute Library
19th and Locust Streets
Philadelphia, PA 19103

Rohm & Haas Co.
Independence Mall West
Philadelphia, PA 19106

YWCA
2027 Chestnut Street
Philadelphia, PA 19103

Nicetown/Logan - Coordinator: Kathy Tarley, 227-8429

Logan Library
Wagner Ave. and Old York Road
Philadelphia, PA 19141

Nicetown Library
3720 N. Broad Street
Philadelphia, PA 19140

Nicetown Boys and Girls Club
18th Street and Hunting Park Avenue
Philadelphia, PA 19140

North Philadelphia - Coordinator: Marlene Lee, 235-7000

Columbia Library
2320 W. Columbia Avenue
Philadelphia, PA 19121

Rodriquez Library
6th St. and Girard Avenue
Philadelphia, PA 19125

Dick Elementary School
25th and Diamond Streets
Philadelphia, PA 19132

St. Elizabeth's Church
23rd and Berks Streets
Philadelphia, PA 19132

Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103

Upper Strawberry Mansion Civic Association
3320 W. Harold St.
Philadelphia, PA 19132

Philadelphia Newspapers Inc.
400 N. Broad Street
Philadelphia, PA 19130

Widener Library
2531 W. Lehigh Avenue
Philadelphia, PA 19132

Reynolds Elementary School
24th and Jefferson Sts.
Philadelphia, PA 19132

Northeast/Frankford - Coordinator: Kathleen Murphy, 289-9950

Bushrod Library
Castor and Sterling
Philadelphia, PA 19149

Kathryn Drexel Library
Knights Road and Fairdale Street
Philadelphia, PA 19154

Bustleton Library
Bustleton Avenue and Verree Road
Philadelphia, PA 19116

N.E. Regional Library
Cottman Ave. and Oakland Street
Philadelphia, PA 19149

Episcopal Hospital
Front Street and Lehigh Avenue
Philadelphia, PA 19125

Our Saviour Lutheran Church
D Street and Allegheny Ave.
Philadelphia, PA 19134

Frankford Library
Frankford Avenue and Overington Street
Philadelphia, PA 19124

St. Marks Church
4442 Frankford Ave.
Philadelphia, PA 19124

Good Shepherd Lutheran Church
Cottman and Erdick Streets
Philadelphia, PA 19135

Wyoming Library
Wyoming Avenue and B Street
Philadelphia, PA 19120

Northeast/ Tacony - Coordinator: Vivion Vinson, 624-3070

Fox Chase Library
Rhawn and Jeanes Streets
Philadelphia, PA 19111

Salvation Army
Kensington and Richmond Avenues
Philadelphia, PA 19134

Frankford YWCA
Arrott and Leiper Streets
Philadelphia, PA 19124

Friends' Hospital
Roosevelt Blvd. and Adams Avenue
Philadelphia, PA 19124

Holmesburg Library
Frankford and Hartel Avenues
Philadelphia, PA 19136

Kensington Congregational United Church of Christ
C and Indiana Streets
Philadelphia, PA 19134

Lawncrest Library
6098 Rising Sun Ave.
Philadelphia, PA 19111

Northeast YWCA
2840 Holme Avenue
Philadelphia, PA 19152

St. Timothy's Catholic Church
3001 Levick Street
Philadelphia, PA 19149

Tacony Library
Torresdale Avenue and Knorr Street
Philadelphia, PA 19135

Tacony Methodist Church
Longshore and Hegerman Streets
Philadelphia, PA 19135

Welsh Road Library
Bustleton Avenue and Welsh Rd.
Philadelphia, PA 19152

McPherson Library
Indiana Avenue and F Street
Philadelphia, PA 19125

Salem Lutheran Church
Cottage and Harrison Streets
Philadelphia, PA 19124

Northwest - Velma Wood, 844-8910

Canaan Baptist Church
5430 Pulaski Street
Philadelphia, PA 19144

Germantown Boys and Girls Club
25 West Penn Street
Philadelphia, PA 19144

Germantown YWCA
5820 Germantown Ave.
Philadelphia, PA 19144

Janes Memorial Education Center
57-59 East Haines St.
Philadelphia, PA 19144

Lovett Memorial Library
6945 Germantown Ave.
Philadelphia, PA 19119

New Hope Outreach Center
4905 Wayne Avenue
Philadelphia, PA 19144

Northwest Regional Library
68-76 West Chelten Ave.
Philadelphia, PA 19144

Pennsylvania School for the Deaf
100 West School House Lane
Philadelphia, PA 19144

West Oak Lane Library
Washington Lane and Limekiln Pike
Philadelphia, PA 19144

South - Coordinator: Clare Ignatowski, 334-2828

Broad and Morris Library
1700 S. Broad Street
Philadelphia, PA 19144

Dixon House
1920-26 S. 19th St.
Philadelphia, PA 19145

Greenwich Library
7th St. and Snyder Ave.
Philadelphia, PA 19148

Southwark Library
7th and Carpenter Streets
Philadelphia, PA 19147

Southwark House
Front and Ellsworth Streets
Philadelphia, PA 19147

St. John The Evangelist
3rd and Reed Streets
Philadelphia, PA 19148

Hawthorne House
Broad and Christian Streets
Philadelphia, PA 19147

Holy Trinity Church
19th and Walnut Streets
Philadelphia, PA 19103

House of Industry
6th and Catherine Streets
Philadelphia, PA 19147

Whitman Library
2nd Street and Snyder Ave.
Philadelphia, PA 19148

YMHA
Broad and Pine Streets
Philadelphia, PA 19147

West Philadelphia - Coordinators: Debra Brown & Laura Mercer, 382-3700

Calvary Methodist Church
4740 Baltimore Ave.
Philadelphia, PA 19143

Church of the Saviour
3723 Chestnut Street
Philadelphia, PA 19147

Drexel University Hagerty Library
33rd and Market Streets
Philadelphia, PA 19104

Haverford Library
56th St. and Haverford Ave.
Philadelphia, PA 19131

Mantua Library
34th St. and Haverford Ave.
Philadelphia, PA 19104

Most Blessed Sacrament Church
56th St. and Chester Ave.
Philadelphia, PA 19143

Overbrook Library
Haverford and Woodbine Avenues
Philadelphia, PA 19151

Presbyterian Hospital
39th and Market Streets
Philadelphia, PA 19104

Saint Frances De Sales
47th St. and Springfield Ave.
Philadelphia, PA 19143

Seminole Center
5543 Elliott St.
Philadelphia, PA 19143

Spruce Hill Association
257 S. 45th Street
Philadelphia, PA 19104

Veterans Upward Bound
3933 Walnut Street
Philadelphia, PA 19104

West Regional Library
52nd and Sansom Streets
Philadelphia, PA 19139

Woodland Presbyterian Church
42nd and Pine Streets
Philadelphia, PA 19104

Wynnefield Library
54th St. and Overbrook Ave.
Philadelphia, PA 19131

English as a Second Language

Centro Pedro Claver
3565 N. 7th St.
Philadelphia, PA 19140

Homeless

Jobs for Dignity and Fairness
2122 W. Allegheny Ave.
Philadelphia, PA 19132

Se-Lah Port Shelter
5145 Germantown Ave.
Philadelphia, PA 19144

CENTER IN THE PARK
5818 Germantown Avenue
Philadelphia, PA 19144
848-7722
George Van Norton

ABE **GED**

Description:	Tutors meet with students weekly to improve reading and writing skills and comprehension.
Eligible Participants:	Anyone over the age of 60.
Fee:	None.
Hours of Program:	Monday - Friday, 8:30 a.m. - 4:30 p.m.
How to Enter Program:	Contact George Van Norton by phone.

CHILDREN'S SERVICE, INC.
THE LEARNING CENTER
311 South Juniper Street, Rm. 409
Philadelphia, PA 19107
546-3503
Cleo Beaver

ABE **GED**

Description:	The Learning Center focuses on vocational training for clients being emancipated from placement in Supervised Independent Living or foster care.
Eligible Participants:	Youths committed to D.H.S or provider agency.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Referral from D.H.S. or provider agency.

CHINESE-AMERICAN RESOURCE CENTER
929 Arch Street, 3rd Fl.
P.O. Box 1236
Philadelphia, PA 19107
928-0147
Juliana Mark-Le

ESL

Description:	CRC offers classes and tutorial programs by volunteers for individuals requesting help in improving skills in ESL and basic to intermediate reading, job-training, etc.
Eligible Participants:	Ethnic Chinese and others.
Fee:	Depends on class taken.
Hours of Program:	By appointment. Varies.
How to Enter Program:	By appointment and interview. Call 928-0147.

CHINESE CHRISTIAN CHURCH AND CENTER
Center Building
1006 Race Street
Philadelphia, PA 19107
925-0388
Mitzie McKenzie

ESL

Description:	ESL classes are offered primarily for ethnic Chinese; ABE classes are given in conjunction with ESL.
Eligible Participants:	Neighborhood individuals.
Fee:	$10.00 registration fee per semester.
Hours of Program:	Call for information; complete weekly program available upon request.
How to Enter Program:	Call or visit center.

CHRIST COMMUNITY BAPTIST CHURCH
1224 N. 41st Street
Philadelphia, PA 19104
545-5671
Joyce Brown

Beginning Reading

Description:	Basic literacy program to assist adults in reading. Four tutors presently available.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Tuesday, 6:30 - 8:30 p.m.
How to Enter Program:	Contact Joyce Brown.

CHRISTIAN STRONGHOLD BAPTIST CHURCH
1207 N. 52nd Street
Philadelphia, PA 19131
877-0808/877-1530
Reverend Clifford Ashe III

Beginning Reading **ABE** **GED** **ESL** **Special Programs**

Description:	Adult program; primary emphasis 0-4. In the process of implementing a GED program.; assisting people with job counseling.
Eligible Participants:	Open.
Fee:	Undetermined.
Hours of Program:	Varies.
How to Enter Program:	Call church.

CIGNA CORPORATION
17th and Arch Streets
Philadelphia, PA 19103
523-4685
Louise Wilson

Beginning Reading ABE GED

Description:	CIGNA employees are volunteer tutors.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday and Thursday, 4:30 p.m. -7:00 p.m.
How to Enter Program:	Call Mayor's Commission on Literacy or Louise Wilson.

CO-MHAR ACUTE PARTIAL HOSPITALIZATION PROGRAM
2121 E. Allegheny Avenue
Philadelphia, PA 19124
427-5848
Cydney Savage

Special Programs

Description:	To help clients in mental health treatment program enhance basic skills while addressing other clinical issues.
Eligible Participants:	Clients of CO-MHAR.
Fee:	None.
Hour of Program:	Flexible.
How to Enter Program:	In-house referrals only.

COMMUNITY COLLEGE OF PHILADELPHIA
Centers for Adult Learning (CAL)
1700 Spring Garden Street, Room B1-28
Philadelphia, PA 19130
751-8487, 751-8531, or 751-8832
DeLores Weaver

Beginning Reading **ABE** **GED** **ESL**

Description: CAL offers free classes to adults who want to improve their abilities in basic skills, life skills, job-readiness, pre-GED readiness, and ESL.

Eligible Participants: Philadelphia adults.

Fee: None.

Hours of Program: Monday, Tuesday, Wednesday, Thursday: 4:00 - 8:00 p.m.
Saturday: 10:00 a.m. - 1:00 p.m.

How to Enter Program: Contact individual sites. Must have social security number, proof or residence and 17 years of age.

SITES:

Muhlenberg Memorial
Lutheran Church
13th & Ruscomb Streets
Philadelphia, PA 19143
329-1545

CAL West
White Rock Baptist Church
53rd and Chestnut Streets
Philadelphia, PA 19143
474-1738

CAL South
St. Rita's Armory Bldg.
2nd Floor
1231 South Broad St.
Philadelphia, PA 19147
339-9115

COMMUNITY COLLEGE OF PHILADELPHIA
Centers for Learning in the City (CLIC)
1700 Spring Garden Street
Philadelphia, PA 19130
751-8531/751-8832
DeLores Weaver

Beginning Reading **ABE** **GED** **ESL**

Description: CLIC provides instruction to adults to help them qualify for job training programs.

Eligible Participants: JTPA eligible; unemployed, financially distressed adults.

Fee: None.

Hours of Program: Monday, Tuesday, Wednesday, Thursday: 10:00 a.m. - 4:00 p.m.

How to Enter Program: Must have Social Security number, proof of residence and be 17 years of age.

SITES:

Pinn Memorial Church
54th and Wynnefield Avenue
Philadelphia, PA 19131
Vivian Motley
477-1060

Enon Tabernacle Baptist Church
230 West Coulter Street
Philadelphia, PA 19144
Royalann Midget
848-6212

St. James Episcopal Church
6838 Woodland Avenue
Philadelphia, PA 19142
Ann Pritchett
729-0339

COMMUNITY COLLEGE OF PHILADELPHIA ABE PROGRAM
1700 Spring Garden Street, Rm. W2-494
Philadelphia, PA 19130
751-8832
DeLores Weaver

ABE

Description:	To improve basic skills in all academic areas with emphasis on reading, writing, spelling, math, and English usage.
Eligible Participants:	Program is for senior citizens and physically handicapped (non-ambulatory) only.
Fee:	None.
Hours of Program:	Monday-Friday, 4:00 - 7:30 p.m. from September through May.
How to Enter Program:	Contact DeLores Weaver.

COMMUNITY COLLEGE OF PHILADELPHIA GED PROGRAM
1700 Spring Garden Street
Philadelphia, PA 19130
751-8376
John Jackson

GED ESL

Description:	CCP offers classes for adults in a variety of neighborhood locations.
Eligible Participants:	Open.
Fee:	The program fee is $20, plus a textbook cost. The program is free (except for books and supplies) for those who are unemployed or on public assistance.
Hours of Program:	Differ by site.
How to Enter Program:	Call John Jackson for information.

CCP SITES

Main Campus -
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Northeast -
Northeast Regional Center
Academy & Red Lion Roads
Philadelphia, PA 19114

Overbrook -
Our Lady of Lourdes School
63rd Street & Lancaster Avenue
Philadelphia, PA 19131

Roxborough -
St. Timothy's Church
5720 Ridge Avenue
Philadelphia, PA

Naval Base -
Naval Education Center
Building 76
Philadelphia, PA 19112

Oak Lane -
Holy Angels School
70th Ave. & Old York Rd.
Philadelphia, PA 19126

Pennsport -
St. John's Episcopal Church
3rd & Reed Streets
Philadelphia, PA 19147

Strawberry Mansion -
Most Precious Blood School
2814 West Diamond Street
Philadelphia, PA

West Philadelphia -
West Catholic H.S. for Girls
45th & Chestnut Streets
Philadelphia, PA 19104

West Phila. Regional Ctr.
5131 Chestnut Street
Philadelphia, PA 19139

COMMUNITY COUNCIL MH/MR
4900 Wyalusing Avenue
Philadelphia, PA 19131
473-7821
Tamba Sama

Special Programs

Description: Provides literacy instruction to social rehabilitation program clients.

Eligible Participants: Limited to social rehabilitation clients.

Fee: None.

Hours of Program: Times vary.

How to Enter Program: In-house program.

COMMUNITY OCCUPATIONAL READINESS & PLACEMENT PROGRAM, INC. (CORPP)
1217 Sansom Street, Biddle Building
Philadelphia, PA 19107
592-8011
Marlene Broomer, Coordinator

Beginning Reading ABE

Description: Literacy program interfaced with employability skills training & job placement assistance. Literacy program open to community.

Eligible Participants: JTPA eligible, ages 14 to 21, and adult transitional needy.

Fee: None.

Hours of Program: Mon.-Fri., 9:00a.m.-5:00p.m. Evening tutoring by appointment.

How to Enter Program: Call 592-8011 for information.

COMMUNITY WOMEN'S EDUCATIONAL PROJECT (CWEP)
Frankford Avenue and Somerset Street
Philadelphia, PA 19134
426-2200
Patricia Haff

GED Special Programs

Description: Workstart is an intensive interdisciplinary program developed to prepare single heads of households and homemakers for college, vocational education or the workplace. Content areas are reading, writing, math, computer literacy, and career development. Workstart is especially designed to provide information which will assist people in making career choices. Workstart is jointly sponsored by Community College and Community Women's Education Project.

Eligible Participants: Single heads of households and/or homemakers.

Fee: None.

Hours of Program: Weekdays, 9:00 a.m. - 5:00 p.m.

How to Enter Program: Call or stop in for application.

CONCERNED NEIGHBORS OF GERMANTOWN
101 West Logan Street, NAHA Building
Philadelphia, PA 19144
842-0789
Marlene Pryor

ABE GED

Description:	Concerned Neighbors of Germantown sponsors ABE and GED classes for those adult who "want a second chance at learning."
Eligible Participants:	Persons 18 years of age or older.
Fee:	None.
Hours of Program:	Call for information.
How to Enter Program:	Enrollment is on-going; students are accepted either through referral or as walk-in registrants.

CONGRESO DE LATINOS UNIDOS -
CENTRO DE SERVICIOS COMUNALES
640 W. Luzerne Street
Philadelphia, PA 19140
229-4040
Juvencio Gonzalez

ESL

Description:	ESL and GED for Hispanic youth as part of a drug prevention program.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday & Wednesday, 9:00 - 11:00 Tuesday & Thursday, 9:00 - 11:00
How to Enter Program:	Contact center.

CONGRESO DE LATINOS UNIDOS
704 W. Girard Avenue
Philadelphia, PA 19123
625-0550 ext.52
Joe Pomales

ESL

Description:	Literacy program serves as a support to clients in drug and alcohol outpatient rehabilitation.
Eligible Participants:	In-house.
Fee:	None.
Hours of Program:	Tuesday and Thursday, 1:30 - 2:30 p.m.
How to Enter Program:	In-house.

CONSORTIUM, THE
451 University Avenue
Philadelphia, PA 19104
596-8163
Bob Miele

Special Programs

Description:	Literacy component serves people with acute and/or severe and persistent mental illness who are already in treatment.
Eligible Participants:	18 years or older, already in program.
Fee:	None for literacy piece. Total programming is covered by medical assistance.
Hours of Program:	Mondays - Fridays, 8:30 a.m. to 4:30 p.m.
How to Enter Program:	In-house referrals only.

CORA - NEUMAN TRUANCY AND DROPOUT PREVENTION PROGRAM
Adams Avenue and Orthodox Street
Philadelphia, PA 19124
535-2957
Deborah Williams

Special Programs

Description:	GED preparation, employability skills and counseling.
Eligible Participants:	Students between 16 and 21 already in program.
Fee:	Free to low income students, or sliding scale.
Hours of Program:	Weekdays, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Contact Deborah Williams. In-house referrals only.

COUNCIL OF SPANISH-SPEAKING ORGANIZATIONS, INC. (CONCILIO)
705-09 N. Franklin Street
Philadelphia, PA 19123
627-3100
Laura Rodriguez

ESL

Description:	Concilio provides ESL instruction in order to help Hispanics in the community reach a full comprehension of the English language. Instruction is given in a classroom setting. Employment-related services for the Hispanic community are also offered.
Eligible Participants:	All Philadelphia residents, particularly Hispanics.
Fee:	None.
Hours of Program:	Agency: Monday - Friday, 9:00 a.m. - 5:00 p.m.; Program: Tuesday, Wednesday, Thursday, 9:00 a.m. - 1:00 p.m./6:30 p.m. - 9:30 p.m.
How to Enter Program:	Interested students should call or visit site to register.

CREATIVE LEARNING CHILD DEVELOPMENT CENTER
1815 N. 54th Street
Philadelphia, PA 19131
878-0300
Barbara Tynee/Margaret Bennett

Beginning Reading **ABE**

Description: Creative Learning Child Development Center is primarily an early childhood program for neighborhood residents. The program is also currently implementing a comprehensive reading program for adults.

Eligible Participants: Open to all adults.

Fee: Registration fee of $3.00 - $5.00 only.

Hours of Program: Monday, Tuesday and Friday, 5:30 - 8:30 p.m.

How to Enter Program: Students should call or visit center to arrange for application. Classes are in progress, with new classes to be scheduled depending on enrollment.

CRIMINAL JUSTICE MINISTRY OF
CATHOLIC SOCIAL SERVICES
7340 Jackson Street
Philadelphia, PA 19139
Sister Joan Hermine

Beginning Reading **ABE** **GED** **ESL**

Description: Individualized instruction held within the county prisons.

Eligible Participants: Incarcerated adults.

Fee: None.

Hours of Program: Vary.

How to Enter Program: Volunteer tutors should contact Theresa Curran, 624-5920.

DELAWARE VALLEY SCHOOL OF TRADES
421 North 7th Street
Philadelphia, PA 19123
568-1950 ext. 36
Andre Magilone

Beginning Reading **ABE** **GED**

Description: Trades School that offers tutorial help for its students.

Eligible Participants: Students in Delaware Valley School of Trades.

Hours of Program: Call Delaware Valley School of Trades.

How to Enter Program: Only school's own students are eligible.

DELIVERANCE BIBLE INSTITUTE
1436 Belfield Avenue
Philadelphia, PA 19140
456-2165
Rochelle Wright

GED

Description: GED Program provides intensive classroom instruction in all subject areas to enable participants to pass the national GED examination.

Eligible Participants: Adults who have a seventh grade or higher reading level.

Fee: One time registration fee.

Hours of Program: Tuesday and Thursday, 5:00 p.m. - 7:00 p.m.

How to Enter Program: Call Deliverance Bible Institute.

DIAGNOSTIC AND REHABILITATION CENTER
229 Arch Street
Philadelphia, PA 19106-1997
625-8104
Alex Pugliese

Special Programs

Description: DRC is an alcoholism treatment program which stresses educational development. Comprehensive alcoholism treatment is available to clients, along with literacy classes and tutoring as ancillary services.

Eligible Participants: All clients of Alcoholism Program.

Fee: None.

Hours of Program: Monday - Friday, 8:00 a.m. - 8:00 p.m.

How to Enter Program: No appointment necessary; admission is through out-patient program. Classes are on-going.

DICK SCHOOL VOLUNTEER CENTER
25th and Diamond Streets
Philadelphia, PA 19121
CE2-1197

Beginning Reading ABE

Description: Center offers instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time to work with adults during school hours.

Eligible Participants: Open.

Fee: None.

Hours of Program: Monday - Friday, 9:00 a.m. 3:00 p.m.

How to Enter Program: Students should call contact person at school. Open registration from September to June.

DISTRICT 1199C TRAINING & UPGRADING FUND
1319 Locust Street
Philadelphia, PA 19107
735-5555
Kelly Robinson

ABE GED ESL Special Programs

Description: District 1199C offers health, occupational training remedial and preparation programs in order to upgrade union members and train and employ unemployed community members.

Eligible Participants: Union and non-union members as determined by program and funder.

Fee: None.

Hours of Program: Vary between 9:00 a.m. - 9:00 p.m.

How to Enter Program: Apply at office.

DOUGLAS SCHOOL VOLUNTEER CENTER
22nd and Norris Streets
Philadelphia, PA 19121
763-1228
Judy Wilford

Beginning Reading Math (Gd. Level 0-8) Computer (Gd. Level 0-4)

Description: Center offers literacy instruction.

Eligible Participants: All adults.

Fee: None.

Hours of Program: 9:00 a.m. - 2:30 p.m.

How to Enter Program: Call weekdays between 1:00 p.m. and 2:00 p.m.

CHARLES DREW CENTER
1006-1012 Lehigh Avenue
Philadelphia, PA 19132
227-9159
Ms. Caroline Kennedy

Special Programs

Description: In-house program.

Eligible Participants: Residents of center.

Fee: None.

Hours of Program: 9:00 a.m. - 5:00 p.m.

How to Enter Program: In-house program.

DREXEL UNIVERSITY
33rd and Chestnut Streets
Philadelphia, PA 19104
895-2472
Doreen R. Steg

Beginning Reading ABE GED ESL

Description: Drexel's "Self-Controlled Interactive Learning Systems" program uses computer-based technology to teach reading, writing, typing or mathematics.

Eligible Participants: Children, teenagers, learning disabled adults.

Fee: $60.00 per hour. Health insurance, including Blue Cross/Blue Shield, covers most costs.

Hours of Program: Monday - Friday, 4:00 p.m. - 8:00 p.m.

How to Enter Program: Students should call for more information.

DREXEL - NSC
Free Library of Phila.-Lehigh Branch
6th and Lehigh
Philadelphia, PA 19133
686-1994
Alan Fleming

ESL

Description: ESL classes using the language experience approach with bilingual, bicultural, low literacy Spanish speakers.

Eligible Participants: Low literacy Spanish speakers.

Fee: None.

Hours of Program: Monday - Thursday, 1:00 p.m. - 3:00 p.m.

How to Enter Program: Call 686-1994.

EASTWICK UNITED METHODIST CHURCH
8325 Lindbergh Blvd.
Philadelphia, PA 19153
365-1810
Mr. James Mace, Coordinator

Beginning Reading ABE

Description: Laubach Literacy materials are used for one-on-one adult tutoring. Program assists non-readers in developing reading and basic living/organizational skills.

Eligible Participants: All adults.

Fee: None.

Hours of Program: Tuesday and Wednesday, 7:00 p.m. - 9:00 p.m.
How to Enter Program: Students should call Mayor's Commission on Literacy.

EDMONDS SCHOOL
Sedgwick and Willits Roads
Philadelphia, PA 19150
549-7480
Ms. Lois Barlow

Beginning Reading **ABE**

Description: Center offers literacy instructionto individual adults needing skillsk in basic reading and writing.

Eligible Participants: Open.

Fee: None.

Hours of Program: Open - Monday-Friday

How to Enter Program: Call between 1:00 p.m. and 2:30 p.m., Monday - Friday.

ELWYN INSTITUTES NATIONAL REHABILITATION CENTER
4040 Market Street
Philadlephia, PA 19104
895-5570
Joyce Harper

Beginning Reading **ABE**

Description: Elwyn offers vocational training to disabled adult; tutoring and adult education is available as an ancillary service to Elwyn Clients.

Eligible Participants: Open to disabled adults.

Fee: None.

Hours of Program: Monday-Friday, 8:30 a.m. - 4:30 p.m.

How to Enter Program: In-house only.

EMLEN ARMS TENANT COUNCIL
6733 Emlen Street
Philadelphia, PA 19119
438-9896/849-2828
Mrs. Gladys T. Blackwell, President
Mr. Flamer, Manager

Beginning Reading

Description: Offering instruction and basic skills in reading and writing. Tutoring on a one-on-one basis for elders needing to raise reading and English abilities.

Eligible Participants: All Tenants and elders of Emlen Arms.

Fee: None.

Hours of Program: Monday & Tuesday, 9:00 a.m. - 10:30 a.m.

How to Enter Program: Come to office of Tenant Council - Apt. #320.

EMLEN SCHOOL
Chew Avenue & Upsal Street
Philadelphia, PA 19119
843-1044
Mrs. Wilcox

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individual adults in the community.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	As scheduled.
How to Enter Program:	Call between 1:00 - 2:00 p.m., Monday - Friday.

ENGLISH SPEAKING UNION
251 S. 18th Street, 3rd Floor
Philadelphia, PA 19103
545-3619
Nancy L. Guthrie

ESL

Description:	One-on-one tutoring in Conversational English as a Second Language to all non-native speakers.
Eligible Participants:	Non-English speaking people.
Fee:	$35.00/year.
Hours of Program:	Tuesday - Friday, 9:30 a.m. - 4:30 p.m.
How to Enter Program:	Call 545-3619 for interview.

ENRICHMENT CENTER
2201 N. 11th Street
Philadelphia, PA 19133
763-2027
Vickie Williams

Beginning Reading **ABE** **GED**

Description:	Center offers literacy and GED instruction to individuals needing these skills.
Eligible Participants:	Residents of the area.
Fee:	None.
Hours of Program:	Monday - Thursday, 10:00 a.m. - 5:00 p.m.
How to Enter Program:	Call between 1:00 p.m. and 2:00 p.m.

EVENING SCHOOL FOR EXCEPTIONAL ADULTS
High School for Girls
Broad Stree and Olney Avenue
Philadelphia, PA 19141
WA7-4500
Gerald Weisman

Beginning Reading

Description: ESEA is an academic program for adults who are developmentally disabled, and includes writing skills and recreative programs. Many participants are former residents of State School and Hospitals. Some are multi-handicapped who live in CLA Homes.

Eligible Participants: Developmentally disabled adults who are not currently enrolled in public school day programs.

Fee: None.

Hours of Program: Wednesday evenings during school year, 6:30 p.m. - 9:30 p.m.

How to Enter Program: Registration in school office on Wednesday at 6:30 p.m.

EYE INSTITUTE
Learning Center
1201 W. Spencer Street
Philadelphia, PA 19141
276-6050
Penni Blaskey, Ph.D.

Beginning Reading **ABE** **Special Programs**

Description: The Learning Center at the Eye Institute is a team of professionals in optometry, psychology and education who work together to remediate learning problems. Individual tutoring in reading instruction for children and adults. Visual, academic and psychological testing available.

Eligible Participants: Open.

Fee: $25.00 /hr. individual; sliding fee available group sessions; $450.00 for 60 hours of instruction.

Hours of Program: Flexible hours.

How to Enter Program: Call 276-6050.

FAIR HAVENS BAPTIST CHURCH
1250 Wagner Avenue
Philadelphia, PA 19141
455-4162
Reverend H. B. Steward, Pastor

ABE GED

Description:	Program is chiefly for residents of the West Logan Section (West of Broad , South of Somerville, North of Windrim and East of Germantown) seeking ABE and GED.
Eligible Participants:	Limited to members of church and residents of area.
Fee:	$7.00 a month on a monthly basis.
Hours of Program:	Wednesday, 5:00 p.m. - 7:00 p.m.
How to Enter Program:	Telephone between 5:00 p.m. and 7:00 p.m. on Wednesdays.

FAMILY COURT OF PHILADELPHIA
Special Services Offices
1801 Vine Street
Philadelphia, PA 19103
MU6-7444
Helen Corprew

Special Programs

Description:	Family Court's STEPS program emphasizes one-to-one relationships with male youth referred by Court staff. Volunteers tutor youths in intensive reading workshops.
Eligible Participants:	Court-referred youths.
Fee:	None.
Hours of Program:	Monday and Wednesday, 2:00 p.m. - 5:00 p.m. ; by appointment.
How to Enter Program:	Call for information.

FEDERAL BUILDING 5000 WISSAHICKON - TECH/PREP
5000 Wissahickon Avenue
Philadelphia, PA 19144
951-5599
Thurman M. Davis, Assistant Regional Administrator
Jasper Jenkins, Coordinator
Barbara Phillips, Co-Coordinator

Beginning Reading ABE GED

Description:	Program to help interested people with reading and English.
Eligible Participants:	Open to all interested Federal employees.
Fee:	None.
Hours of Program:	Non-duty hours.
How to Enter Program:	Call program coordinator.

FELTONVILLE SCHOOL
Rising Sun and Rockland Streets
Philadelphia, PA 19120
455-1780
Ms. Maria N. Formicola

Beginning Reading **ABE**

Description: Center offers literacy instruction to individual needing basic skills in reading and writing.

Eligible Participants: Open.

Fee: None.

Hours of Program: Monday - Friday, 9:00 a.m. - 3:00 p.m.

How to Enter Program: Call during school hours.

FIRM HOPE BAPTIST CHURCH
2311-17 East Auburn Street
Philadelphia, PA 19134
NE4-2486
Rev. Timothy Turner, Pastor
Jacqueline Jones

Beginning Reading **ABE**

Description: Firm Hope sponsors classes and some tutoring in reading as well as math and spelling. Classes run on same schedule as school year.

Eligible Participants: Open.

Fee: None.

Hourse of Program: Monday and Thursday, 7:30 p.m. - 9:00 p.m..

How to Enter Program: Students should call office, Ne4-2486.

FOX CHASE UNITED METHODIST CHURCH
7942 Burholme Avenue
Philadelphia, PA 19111
745-7416
Eleanor McEachern

Beginning Reading **ABE**

Description: One-on-one tutoring at the Church.

Eligible Participants: All adults who may need help.

Fee: None.

Hours of Program: Monday and Wednesday, 9:30 - 11:30 a.m.
Wednesday and Thursday, 7:00 - 9:30 p.m.

How to Enter Program: Call 745-7416.

FREE LIBRARY OF PHILADELPHIA
Office of Work with Adults and Young Adults
Logan Square
Philadelphia, PA 19103
686-5353
Richard Lippin

Beginning Reading **ABE** **GED** **ESL**

Description:	The Office provides space and materials for ongoing programs (Center for Literacy, School District, etc.), develops its own programs (ESL) and tests use of materials.
Eligible Participants:	Persons 18 years of age or older.
Fee:	None.
Hours of Program:	Varies.
How to Enter Program:	Open enrollment; call for information. Classes follow school year.

ESL SITES:

FLP: Logan Branch
Wagner Avenue and Old York Road
Philadelphia, PA 19141
329-8606
Monday and Wednesday
6:00 p.m. - 8:00 p.m, September - June

FLP: Wyoming Branch
Wyoming Avenue and B Street
Philadelphia, PA 191
329-7976
Monday and Thursday
6:00 p.m. - 8:00 p.m., September - June

GAUDENZIA HOUSE
1834 West Tioga Street
Philadelphia, PA 19140
844-2321
Mr. Steward

Beginning Reading **ABE** **GED**

Description:	In-house program.
Eligible Participants:	Residents of center.
Fee:	None.
Hours of Program:	To be arranged by center.
How to Enter Program:	In-house program.

GENESIS II, INC.
1214 North Broad Street
Philadelphia, PA 19121
763-2650
Joseph Kelly, Director

ABE GED Special Programs

Description: Genesis II, Inc. is a drug and alcohol program with an educational and vocational component. It provides group therapy, individual counseling and vocational and educational classes.

Eligible Participants: Residents that have entered Genesis II program (out-patient) or residential program and do not have a high school diploma.

Fee: None.

Hours of Program: Monday - Sunday, 24 hours.

How to Enter Program: Call for an interview.

GERMANTOWN CHRISTIAN ASSEMBLY
610 E. Mt. Pleasant Avenue
Philadelphia, PA 19119
242-5550
Janet Walter

Beginning Reading ABE GED

Description: A one-on-one tutoring program whose purpose is to help adults become proficient in reading and/or math. To assist them in acquiring those skills necessary for job improvement, reading enjoyment, and/or Bible study.

Eligible Participants: Adults 18 years or older.

Fee: None.

Hours of Program: Flexible.

How to Enter Program: Call the church office to make an appointment, between 9:00 a.m. and 5:00 p.m.

GERMANTOWN WOMEN'S EDUCATION PROJECT (GWEP)
c/o Calvary Church
Manheim & Pulaski Streets
Philadelphia, PA 19144
843-2148
Peggy McGuire, Director
Wissahickon Boys' & Girls' Club (class site)
Coulter & Morris Streets
Philadelphia, PA 19144

ABE GED Special Programs

Description:	One-on-one and small group instruction in literacy, life skills, GED; learner-centered curriculum of reading, discussion, writing, math; health, wellness and parenting workshops; services of on-site social worker and referrals to social service, medical, job training and continuing education agencies. Free, on-site child care provided during classes.
Eligible Participants:	Any woman of Southwest Germantown, and surrounding areas, who is 17 or older.
Fee:	None, but women are asked to assist in fund-raising.
Hours of Program:	Day and evening classes.
How to Enter Program:	On-going registration throughout the year. Call for appointment.

GIUFFRE MEDICAL CENTER - GED PROGRAM
Girard Avenue at 8th Street
Philadelphia, PA 19122
787-2042
James Haggerty

ABE GED

Description:	Educational training to assist clients in attaining their high school diplomas and generally enhancing the quality of rehabilitation and living.
Eligible Participants:	In-house program for alcohol and drug rehabilitation.
Fee:	None.
Hours of Program:	To be arranged by center.
How to Enter Program:	In-house program.

GOOD SHEPHERD LUTHERAN CHURCH
Cottman Avenue at Erdrick
Philadelphia, PA 19135
332-4110
Anna R. Danila

Beginning Reading **ABE**

Description: Help advance ability to read and understand the written word until individuals can join classes and continue their education.

Eligible Participants: Out of school youth and adults who read poorly and are willing to work to learn.

Fee: None.

Hours of Program: To be scheduled as needed.

How to Enter Program: Call Mrs. Schmidt at church office.

GORDON PHILLIPS BEAUTY SCHOOL
46 S. 11th Street
Philadelphia, PA 19107
352-1776
Marcia Szatsmary, Coordinator

7248 Frankford Avenue
Philadelphia, PA 19135

Special Programs

Description: GED program at two city locations, Center City and Mayfair, to help Gordon Phillips' students earn GEDs; offered concurrently with cosmetology program.

Eligible Participants: All Gordon Phillips' enrolled students.

Fee: None.

Hours of Program: Call Gordon Phillips.

How to Enter Program: Call Marcia Szatsmary for more information.

GRACE TEMPLE CHURCH
6735 N. 16th Street
Philadelphia, PA 19126
WA4-7675
Reverend William Young, Pastor
Marilyn McLauren, Coordinator

Beginning Reading **ABE** **GED**

Description: Literacy instruction to church members and community residents interested in language development.

Eligible Participants: Church members and community residents.

Fee: None.

Hours of Program: Monday and Wednesday, 6:00 p.m. - 8:00 p.m.

How to Enter Program: Students may come to the church or call for further information.

SIMON GRATZ HIGH SCHOOL
18th & Hunting Park Avenue
Philadelphia, PA 19140
BA5-5385
Mr. Harry Zaleznik

Beginning Reading **ABE**

Description:	Center offers one-on-one instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time to work with adults.
Eligible Participants:	All adults needing help.
Fee:	None.
Hours of Program:	After 2:00 p.m.
How to Enter Program:	Call the Mayor's Commission on Literacy.

GREATER PHILADELPHIA OVERSEAS CHINESE ASSOCIATION
4620-22 Walnut Street
Philadelphia, PA 19139
222-7833
Johnny Kuo

ESL

Description:	Mutual Assistance Agency provides English as a Second Language classes to refugees from Indo-China.
Eligible Participants:	Refugees from Indo-China of Chinese ethnicity.
Fee:	None.
Hours of Program:	Monday - Thursday, 10:30 a.m. - 12:00 p.m.
How to Enter Program:	Call 222-7833 or stop in for registration information.

GREATER WORKS MINISTRIES, INC.
3012 W. Girard Avenue
Philadelphia, PA 19151
235-1291
Pastor Ruth Jackson

ABE

Description:	Church members tutor community residents in an effort to raise literacy levels.
Eligible Partiticpants:	Any community resident.
Fee:	None.
Hours of Program:	Individual arrangements.
How to Enter Program:	Call Pastor Jackson.

HARAMBE BAPTIST CHURCH
5648 Chew Avenue
Philadelphia, PA 19138
844-1914/849-8693
Reverend Theodore Johnson
Elaine Jones

Beginning Reading **ABE**

Description:	Beginning Reading - To meet the student at their level and to develop their ability to read on Level 4. Adullt Basic Education to prepare students to read and compute on Level 8.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Wednesday, 2:00 p.m. to 3:00 p.m.
How to Enter Program:	Sign up at the church.

HARAMBE - NORTH PHILADELPHIA
1923 North Croskey Street
Philadelphia, PA 19121
232-2050
Vivian Brooks

ABE **GED**

Description:	Harambee offer ABE and pre-GED classes and tutoring to provide reading and math skills to adults with limited education. Also, we offer in-the-home tutoring services.
Eligible Participants:	Open to all adults.
Fee:	None.
Hours of Program:	Monday - Thursday, 9:00 a.m. - 12:00 noon Monday - Wednesday, 7:00 p.m. - 9:30 p.m.
How to Enter Program:	Students should apply at Harambee House. Ongoing classes.

HIGH STREET CHURCH LITERACY CENTER
222 E. High Street
Philadelphia, PA 19144
438-1682
Forrest Connor

Beginning Reading **ABE** **GED**

Description:	The principal purpose of this initiative is to provide the opportunity for adults to raise their Reading and English abilities.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Thursdays, 6:00 p.m. - 8:00 p.m.
How to Enter Program:	Call church or come to program - Thursday evenings at 6:00 p.m.

HISPANIC WOMEN'S PROGRAM - THE LIGHTHOUSE
152 W. Lehigh Avenue
Philadelphia, PA 19133
425-7800
Hector Franco

Beginning Reading **ABE** **ESL**

Description: HWP is a community-based program, providing educational alternatives especially for Hispanic women who have been out of school for a long time. All classes are coed. Some groups are taught in Spanish for those individuals who do not know English.

Eligible Participants: Any community resident.

Fee: $2.00 Registration Fee.

Hours of Program: Monday through Thursday, 9:00 a.m. - 9:00 p.m., Friday, 9:00 a.m. - 5:00 p.m.

How to Enter Program: Students should apply in person at the agency.

THOMAS HOLME SCHOOL
Academy and Willits Roads
Philadelphia, PA 19114
332-0281
Ms. M. Levine

Beginning Reading **ABE**

Description: Center offers literacy instructions to individual adults needing skills in basic reading and writing.

Eligible Participants: Open.

Fee: None.

Hours of Program: Open - Monday-Friday

How to Enter Program: Call between 1:00 p.m. and 2:00 p.m. - Monday-Friday.

HOLY TEMPLE CHURCH
60th and Callowhill Streets
Philadelphia, PA 19151
747-2766
Bishop O.T. Jones, Pastor
Lawrence Corprew, Coordinator

Beginning Reading **ABE** **GED** **ESL**

Description: Provides instruction in reading in order to help interested people in the community reach their full potential in language skills.

Eligible Participants: All adults who might be interested.

Fee: None.

Hours of Program: Monday, 6:00 p.m. - 8:00 p.m.

How to Enter Program: Call church office.

HOLY TRINITY BETHLEHEM PRESBYTERIAN CHURCH
11th and Rockland
Philadelphia, PA 19141
324-7007
Diane Sidener

ABE ESL

Description:	ABE/ESL for Senior citizens in the community.
Eligible Participants:	Senior citizens.
Fee:	None.
Hours of Program:	Monday - Thursday, 10:00 a.m. - 11:30 a.m.
How to Enter Program:	Contact Diane Sidener at 324-7007.

HOME MANAGEMENT, EMPLOYMENT SKILLS
AND ENTREPRENEURSHIP INSTITUTE, INC.
Nursing Education Building
Presbyterian University of Pennsylvania Medical Center
51 N. 39th Street
Philadelphia, PA 19104
459-1299
Dr. Catherine W. Wilson

Special Programs

Description:	Training in GED, home health aide, pre-LPN preparation, Quanity Foods, professional housekeeping, waiter/waitress training, machine knitting.
Eligible Participants:	Open.
Fee:	None (low-income and welfare recipients) $125.00 -(employed).
Hours of Program:	Vary.
How to Enter Program:	Contact Dr. Wilson.

HOPKINSON HOUSE LEARNING CENTER
602 Washington Square South
(6th and Locust Streets)
Philadelphia, PA 19106
925-4444
Delores E. Berndt

ABE GED ESL

Description:	Center offers ABE, GED and ESL to individuals needing help. One-on-one tutoring in classroom environment.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday thru Friday: 9:00 a.m. -12:00 noon/4:30 p.m. - 7:30 p.m.
How to Enter Program:	Contact Delores E. Berndt.

HORIZON HOUSE, INC.
121 S. 31st Street
Philadelphia, PA 19104
386-1600
Jerry Howard

Special Programs

Description:	In-house mental health/mental retardation center providing literacy skills to identified clients.
Eligible Participants:	In-house clients.
Fee:	None.
Hours of Program:	Individual appointment.
How to Enter Program:	In-house referrals.

INCARNATION OF OUR LORD SCHOOL CENTER
425 West Lindley Avenue
Philadelphia, PA 19120
457-2779
Sister Mary Ellen

Beginning Reading **ABE** **GED** **ESL**

Description:	Center offers literacy instruction. Teachers and aides volunteer their time to work with adults.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Open times.
How to Enter Program:	Students should call contact person at school. Open registration throughout the year.

INDEPENDENT PAN-AFRICAN STUDIES, THE
COMMUNITY EDUCATION PROGRAM
12th & Ogden Streets (Old Spring Garden School)
Philadelphia, PA 19123
763-0530
Maxine Sullivan

Beginning Reading **ABE** **GED** **Special Programs**

Description:	Free day and evening classes. Child care is available at times - please inquire.
Eligible Participants:	Must be willing to volunteer two hours/week at the program.
Fee:	Small registration fee.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Register by calling the program.

INDO-CHINESE AMERICAN COUNCIL
4936 Old York Road
Philadelphia, PA 19141
457-0270
Dr. Vuong Gia Thuy

ESL

Description:	After school tutoring program for at risk Asian high school students ages 14-21. After school remedial educational program for multiracial high school students ages 14-21. ESL and counseling services for Asian adults.
Eligible Participants:	See description.
Fee:	None.
Hours of Program:	Tuesday, Wednesday, Friday: 1:30 - 5:30 p.m. Monday, Thursday: 1:30 - 8:30 p.m. Saturday: 12:00 - 3:00 p.m.
How to Enter Program:	Contact site between 1:30 and 5:30 p.m., Monday - Friday.

INSTITUTE FOR THE STUDY OF CIVIC VALUES RIGHT TO READ PROGRAM
37 S. 13th Street, 9th Floor
Philadelphia, PA 19107
977-8033
Eugenia Burgos

Beginning Reading **ABE**

Description:	The Right to Read Program helps neighborhood groups start literacy programs that make learning more accessible to adults who can't read or write. Tutors are recruited from the community, babysitting is provided during class time, measures of learning are taken at regular intervals and participants become tutors for others at lower levels. All activities occur at a convenient location such as a church, community center or a block captains home.
Eligible Participants:	Anyone 18 years or older.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:30 p.m.
How to Enter Program:	Contact Institute for the Study of Civic Values.

SITES:

South Lehigh Action Council
2213 Sergeant Street
Philadelphia, PA 19132
229-2851
Darryl Jones

Cookman United Methodist Church
S.W. corner of 12th & Lehigh Avenue
Philadelphia, PA 19133
229-4477 or 223-1097
Reverend Hynicka
(child care available)

Logan Human Services NAC
Holy Trinity Church
11th & Rockland Streets
Philadelphia, PA 19141
329-0880
Katherine Lockwood

East Mt. Airy Neighbors
820 Vernon Road
Philadelphia, PA 19119
VI9-0222
Mr. Oscar Gibbs/Mr. David Bell

230

INTER COMMUNITY DEVELOPMENT CORP.
8347 Forest Avenue
Philadelphia, PA 19150
247-9222
Marie Green

ABE GED

Description:	This program provides adult basic education and General Education Development to teenagers who have dropped out of high school and unemployed or underemployed adults who do not have their high school diplomas.
Eligible Participants:	17 or older.
Fee:	None.
Hours of Program:	Mon - Thurs, 1:30p.m. - 5:00p.m. - Fri, 10:00a.m. - 5:00p.m.
How to Enter Program:	Call 247-9222 for more information.

IBM
One Commerce Square
2005 Market Street
Philadelphia, PA 19103
851-4426
Kitty Styles

Beginning Reading ABE GED

Description:	IBM employees volunteer to tutor students using traditional text books as well as state of the art computers & software.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Tuesday - Thursday, 5:30 - 7:30 p.m.
How to Enter Program:	Contact Kitty Styles.

INTERNATIONAL HOUSE OF PHILADELPHIA
3701 Chestnut Street
Philadelphia, PA 19104
387-5125
Caroline Bass

ESL

Description:	International House offers conversation classes at all levels for non-English speakers. Courses are not for credit and are taught by volunteer teachers and TESL interns.
Eligible Participants:	All adults.
Fee:	$130.00 including International House membership.
Hours of Program:	Twice a week for two hour periods. Ten week program (40 hrs)
How to Enter Program:	Students should call for information.

INTERNATIONAL STUDENTS CHRISTIAN FELLOWSHIP
1700 Spruce Street
Philadelphia, PA 19103
735-7688
Reverend Bruce McDowell

ESL

Description:	Conversational English lessons are provided for 1 1/4 hours weekly at two sites, 1700 Spruce Street on Friday evenings and 3417 Spruce Street, Houston Hall on Tuesday evenings. Students meet in small groups with Volunteer tutors.
Eligible Participants:	International students, visiting scholars and visitors.
Fee:	None.
Hours of Program:	As described above.
How to Enter Program:	Call director, Bruce McDowell, 735-7688, Monday - Friday, 9:00 a.m. - 5:00 p.m.

JACKSON SCHOOL VOLUNTEER CENTER
12th and Federal Streets
Philadelphia, PA 19147
DE4-2517
Paul Fanning

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time work with adults during school hours.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Wednesday, 2:45 p.m - 3:45 p.m.
How to Enter Program:	Students should call contact person at school. Open registration from September to June.

JAMESON CHRISTIAN ACADEMY
5301 Wynnefield Avenue
Philadelphia, PA 19131
477-7777
Pastor Howard Jameson

Beginning Reading **ABE**

Description:	Tutoring on an individual basis.
Eligible Participants:	Open to community.
Fee:	None.
Hours of Program:	By appointment.
How to Enter Program:	Call 477-7777.

JEWISH EMPLOYMENT AND VOCATIONAL SERVICE
A.P. Orleans Vocational Center
1330 Rhawn Street
Philadelphia, PA 19111
728-4707
Louise Yermish
Donna Yates, ESL Coordinator

GED ESL

Description:	GED program - 16 week program to low income residents of Philadelphia, Bucks and Montgomery Counties to prepare them for primary labor market, additional vocational training and to take GED exam. Tutoring program in math and reading.
Eligible Participants:	Those low income students seeking High School Equivalency Diploma and/or admission to trade school programs.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Program has open enrollment: Persons who are enrolled in an A.P. Orleans program can receive the in-house literacy service. For more information, call 728-4400.

JEWISH EMPLOYMENT AND VOCATIONAL SERVICE
Achievement Through Counseling and Training (ACT)
1745 North 4th Street
Philadelphia, PA 19122
236-0100
Sari Trachtenberg

Special Programs

Description:	Support service for clients of substance abuse program by reading and math tutoring and English as a Second Language. In class and individual circumstances.
Eligible Participants:	All clients of ACT.
Fee:	None.
Hours of Program:	6:00 a.m. - 8:00 p.m. Individually scheduled.
How to Enter Program;	In-house referrals only.

JEWISH EMPLOYMENT & VOCATIONAL SERVICE
Seniors at Work
1218 Chestnut Street
Philadelphia, PA 19107
238-6066
Helen Donovan

Special Programs

Description:	To assist low income persons 55 and older acquire all the skills and training necessary to successfully get and retain gainful employment.
Eligible Participants:	All Seniors at Work, Title V enrollees. In-house program.
Fee:	None.
Hours of Program:	Weekdays, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	In-house referrals only.

JOBS WITH DIGNITY
2122 W. Allegheny Street
Philadelphia, PA 19132
228-8551
Dawn M. Acero

Beginning Reading **ABE** **GED**

Description:	Job training in merchandise handling and placement assistance.
Elgible Participants:	Homeless - transitionally needy.
Fee:	None.
Hours of Program:	8:00 a.m. - 3:00 p.m. (class).
How to Enter Program:	Walk-in.

JOHNSON CONCERN CARE CENTER
2229 W. Thompson Street
Philadelphia, PA 19121
763-1349
Ms. Doris Johnson

Beginning Reading **ABE** **GED**

Description:	Center offers literacy instruction to adults i n the community.
Eligible Participants:	Adults.
Fee:	$5.00 for testing, folders and pens. If unable to afford, fee is waived.
Hours of Program:	5:30 p.m. - - 7:30 p.m.
How to Enter Program:	Call between hours of 5:30 p.m. - 7:30 p.m.

JONES JUNIOR HIGH SCHOOL VOLUNTEER CENTER
2900 Memphis Street
Philadelphia, PA 19134
739-6151
Mr. Carl Beck

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time to work with adults during school hours.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday and Wednesday, 12:45 p.m. - 2:45 p.m.
How to Enter Program:	Students should contact the school. Open registration from September to June.

KELLY VOLUNTEER SCHOOL
Pulaski Avenue and Hanesburry
Philadelphia, PA 19144
438-8247
Ms. Kathine Cox

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing skills in basic reading and writing. Teachers and community people volunteer their time to work with adults during school hours.
Eligible Participants:	Any adult in need of help.
Fee:	None.
Hours of Program:	Monday and Wednesday, 3:00 p.m. - 4:00 p.m.
How to Enter Program:	Call school between 1:00 p.m. and 3:00 p.m.

KENSINGTON NEIGHBORHOOD HOUSE
3068 Frankford Avenue
Philadelphia, PA 19134
752-5800 Ext.252 or 739-5582
Rev. James Ayers
Cindy Foote

Beginning Reading **ABE**

Description:	Tutoring teens and adults to read.
Eligible Participants:	Anyone age 13 or older.
Fee:	None.
Hours of Program:	Thursday, 6:00 p.m. - 8:00 p.m.
How to Enter Program:	Call to schedule an appointment for an intake interview and testing.

KOREAN COMMUNITY CENTER
5738 North 5th Street
Philadelphia, PA 19120
276-8830
Judith Ilika

ESL

Description:	Center offers conversational English as a Second Language classes.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Evenings, 7:00 - 9:00 p.m.
How to Enter Program:	Students should call contact person at center.

LA SALLE URBAN CENTER: ADULT LEARNING PROJECT
20th Street & Olney Avenue
Philadelphia, PA 19141
951-1187
Bridget Martin (ABE)
Ellie Furstenberg (ESL)

ABE ESL

Description:	The Adult Learning Project aims to increase learner's confidence and raise reading and math levels so that participants can qualify for GED and job training programs. Group instruction is offered for adults in reading, writing and basic math.
Eligible Participants:	Adults - age 18 and older.
Fee:	None.
Hours of Program:	Morning and evening - call for class times.
How to Enter Program:	Classes are ongoing; call project Monday - Friday, 9:30 a.m. - 4:00 p.m. for information.

SITES:

Morning classes in Logan; evening classes in Germantown and West Oak Lane.
ESL classes are offered in Olney. Call Project for details.

LET'S GO TO WORK
103 E. Sharpnack
Philadelphia, PA 19119
844-1114
Lee Valenti, Program Director

Beginning Reading **ABE** **GED** **ESL** **Special Programs**

Description: Individual tutoring and group support discussions. Skill development/vocational training center in the field of home repair and maintenance skills.

Eligible Participants: All adults and youth.

Fee: None.

Hours of Program: Mon-Fri, 9:00a.m. - 5:00p.m./Mon-Tues, 7:00-9:00p.m.

How to Enter Program: Contact Center.

LIBRARY FOR THE BLIND
919 Walnut Street
Philadelphia, PA 19107
925-3213
Alysia Zee

ABE **GED** **ESL**

Description: Visually-impaired and print-handicapped adults, working toward GED. Academic and other reading materials in braille, tape, and large-print media.

Eligible Participants: Print-handicapped adults without high school diplomas or in need of remedial education.

Fee: None.

Hours of Program: Monday - Friday, 9:00 a.m. - 5:00 p.m.

How to Enter Program: Contact Alysia Zee.

LITERACY RESEARCH CENTER - UNIVERSITY OF PENNSYLVANIA
3700 Walnut Street
Philadelphia, PA 19104
898-1925
Daniel Wagner

Special Programs

Description: The center, located in the Graduate School of Education, helps to develop policy on literacy related problems through basic and applied research.

Eligibe Participants: Non-specific.

Fee: Varies with project.

Hours of Program: Monday - Friday, 9:00 a.m. - 5:00 p.m.

How to Enter Program: Call for more information.

LOGAN COMMUNITY DEVELOPMENT CORPORATION
5119 N. Broad Street
Philadelphia, PA 19141
329-0980
Michelle Coleman

ESL

Description:	LDC is a community non-profit corporation currently operating a day care center with a job bank program. In the spring of 1987, the Logan CDC reinstituted ESL classes, primarily to serve the local refugee and adult population.
Eligible Participants:	Adult community residents.
Fee:	Modest Fees (to be determined).
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Classes are held in ten week sessions. Interested students should visit center to register.

LOMBARD CENTRAL PRESBYTERIAN ADULT READING PROGRAM
42nd Street and Powelton Avenue
Philadelphia, PA 19104
222-3044
Reverend J. Bernard Taylor, Pastor
Mrs. Ruth Martin, Coordinator

Beginning Reading ABE

Description:	Center offers literacy instruction to individuals needing skills in basic reading and writing.
Eligible Participants:	Community residents and all interested persons.
Fee:	None.
Hours of Program:	Flexible.
How to Enter Program:	Call church for information.

LORNE FITZGERALD GREEN ASSOCIATION
P.O. Box 12928
Philadelphia, PA 19108
457-7247
Rosa McCullough

ABE pre-GED

Description:	Association works with victims of violent crime within the community. Literacy is used to build up community resources.
Eligible Participants:	Persons who have been victims.
Fee:	None.
Hours of Program:	To be scheduled.
How to Enter Program:	Contact Ms. McCullough, 457-7247

LUTHERAN CHURCH WOMEN'S VOLUNTEER READING AIDES PROGRAM
2900 Queen Lane
Philadelphia, PA 19129
438-2200
Martha A. Lane

ESL ABE Training Programs

Description:	LCW trains volunteers in basic literacy and tutoring skills; helps churches and community groups set up neighborhood tutoring projects; produces, field-tests and sells materials for tutors and adult new readers; and provide information and referral services to students, tutors and programs.
Eligible Participants:	Open.
Fee:	Fee for materials; consultative fee charged according to group's or agency's needs and ability to pay.
Hours of Program:	Monday - Friday, 8:30 a.m. - 4:30 p.m.
How to Enter Program:	Call for information.

LUTHERAN SETTLEMENT HOUSE WOMEN'S PROGRAM
1340 Frankford Avenue
Philadelphia, PA 19125
426-8610
Carol Goertzel

Beginning Reading ABE GED ESL

Description:	The Women's Program offers a comprehensive array of services for low-income women, men and children in the community. The purpose of the program is to provide the tools which will enable them to take control of their lives through education, employment and training, counselling, childcare, and domestic violence prevention services. Open to all adults reading at a 0 grade level and up; teen parents between 16 and 22 years old. Child care available. Special programs include: clerical/computer literacy training; computer-aided drafting training; tutoring.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday - Thursday, 9:00 a.m. - 9:00 p.m. Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Students should call and attend registration periods.

MARIA DE LOS SANTOS
500 E. Allegheny Avenue
Philadelphia, PA 19134
634-1010
Steve Kiemer

ESL

Description:	Classes in Conversational English as a Second Language.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Wednesday, 5:00 p.m. - 6:00 p.m.
How to Enter Program:	Contact Ms. Averell.

MARKET TRAINING INSTITUTE
MTI Business School
27 S. 12th Street
Philadelphia, PA 19107
557-0220
Ian Mollsh

Special Programs

Description:	Agency aims to prepare students for the job market in the area of their choosen career.
Eligible Participants:	Anyone who is unable to read and needs help in reading/comprehension.
Fee:	None.
Hours of Program:	Mondays, Tuesdays, Wednesday - 9:00 a.m. to 10:00 p.m. Thursdays, Fridays - 9:00 a.m. to 5:00 p.m.
How to Enter Program:	Student should inform the instructor that he/she has a reading/comprehension problem.

JOHN MARSHALL SCHOOL
Sellers & Griscom Streets
Philadelphia, PA 19124
537-2521
Lynn Rosenthal

Beginning Reading ABE

Description:	Center offers literacy instruction to individuals needing skills in basic reading, writing and math.
Eligible Participants:	Adults from the community.
Fee:	None.
Hours of Program:	Hours vary (during school hours).
How to Enter Program:	Contact Lynn Rosenthal at the school between 12:00 - 1:00 p.m.

MAYOR'S COMMISSION ON SERVICES TO THE AGING
1401 Arch Street, 9th Floor
Philadelphia, PA 19102
686-8688
Rev. Repsie Warren, Executive Director
Judith Mazer, Training Coordinator

ABE

Description:	A basic skills component to supplement job training programs.
Eligible Participants:	For all JTPA eligible persons 55 years of age and older seeking employment, MCOA offers a program of basic math and language arts instruction, counseling services and job training.
Fee:	None.
Hours of Program:	Weekday, 9:00 a.m. - 3:30 p.m.
How to Enter Program:	Call Commission office.

MCKEAN HOUSE DRUG & REHABILITATION PROGRAM
2000 South 7th Street
Philadelphia, PA 19148
755-1044
Sandra Glover

Special Program

Description:	Center offers literacy instruction to people involved in the program.
Eligible Participants:	In-house.
Fee:	None.
Hours of Program:	Vary.
How to Enter Program:	In-house.

MEADE SCHOOL VOLUNTEER CENTER
18th and Oxford Streets
Philadelphia, PA 19121
PO3-7776
Maryellen Eck

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing basic reading and writing skills. Teachers and aides volunteer their time to work with adults during school hours.
Eligible Participants:	Open to all adults.
Fee:	None.
Hours of Program:	Times vary.
How to Enter Program:	Contact Maryellen Eck at the school.

MERCY DOUGLASS RESIDENCE
4511 Walnut Street
Philadelphia, PA 19139
387-0761
Adell Kelley - Janet Roberts

Beginning Reading

Description:	In-house program for senior citizens. All language skills will be stressed.
Eligible Participants:	Residents of Mercy Douglas.
Fee:	None.
Hours of Program:	Vary.
How to Enter Program:	Call number listed above.

METROPOLITAN COLLEGIATE CENTER OF GERMANTOWN
162 West Chelten Avenue, 2nd Floor
Philadelphia, PA 19144
843-6615
Mary Hangley

ABE Special Programs

Description:	ACT - a 16 week, full-time clerical skills training program. Operates 3 cycles per year. LINK - a 14 week intermediate level literacy program, full-time. Operates 3 cycles per year.
Eligible Participants:	Philadelphia adults over 18, low income.
Fee:	None.
Hours of Program:	Monday - Friday, 8:45 a.m. - 4:45 p.m.
How to Enter Program:	Call 843-7023 for an appointment for testing.

METROPOLITAN HOSPITAL
PSYCHOLOGICAL UNIT
8th & Race Street
Philadelphia, PA 19107
238-2000
Yvonne Blake-Jones

Special Programs

Description:	In-house program for patients needing literacy skills.
Eligible Participants:	In-house.
Fee:	None.
Hours of Program:	Varies.
How to Enter Program:	Contact Yvonne Blake-Jones.

MILLER MEMORIAL BAPTIST CHURCH
ADULT READING CENTER
1518 North 22nd Street
Philadelphia, PA 19121
765-3616
Reverend Roland W. Jones, Sr., Pastor
Mrs. Evelyn F. Joell, Coordinator

ABE GED

Description:	This center offers a variety of reading programs for interested community residents. Tutoring will be done by members of Delta Sigma Theta, Sorority, Inc.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Flexible.
How to Enter Program:	Call the church for more information.

MINI VERSITY
1415 North Broad Street
Philadelphia, PA 19122
765-2815
Mr. Eugene Frazier

ABE GED

Description:	Literacy classes including ABE, Pre-GED and GED.
Eligible Participants:	Open to residents of communities listed below.
Fee:	None.
Hours of Program:	Evenings - visit desired Housing Project Community Center.
How to Enter Program:	Call 765-2815 for further information.

SITES:

Norris Housing Project
11th & Berks Streets
Diane Gass, Coordinator

Passyunk Housing Project
3111 S. 23rd Street
Blanche Carr, Coordinator

Johnson Housing Project
25th & Norris Streets
Joyce Williams, Coordinator

Raymond Rosen Housing Project
22nd & Diamond Streets
Phillip Evans, Coordinator

MR. CLIFF'S PLACE
4611 Tackawanna Street
Philadelphia, PA 19124
537-0559
Cliff Milburn

Beginning Reading **ABE** **ESL** **GED**

Description:	Program is designed to assist adults who wish to receive additional training to get better jobs and to receive a G.E.D.
Eligible Participants:	Adults.
Fee:	$5.00 for testing.
Hours of Program:	Varies.
How to Enter Program:	Call the site.

MT. CARMEL UNITED METHODIST CHURCH
Nedro and Park Avenues
Philadelphia, PA 19141
924-9174
Rev. Clarence Labor, Pastor
Norma Fields, Coordinator

Beginning Reading **ABE** **GED** **ESL**

Description:	Individual tutoring sessions available.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Tuesday and Thursday, 5:30 p.m. - 7:30 p.m.
How to Enter Program:	Come to church during tutoring hours.

MT. SINAI BAPTIST CHURCH
28th & Lehigh Avenue
Philadelphia, PA 19132
223-7152
Reverend Joseph Fuller, Jr.

Beginning Reading **ABE**

Description:	Individual tutoring sessions available.
Eligible Participants:	Open to church and community residents.
Fee:	None.
Hours of Program:	Tuesday, 6:00 p.m. - 8:00 p.m.
How to Enter Program:	Contact church office or come to program on Tuesday evenings.

MY BROTHER'S HOUSE
609 South 15th Street
Philadelphia, PA 19146
545-3011
Nancy Jean Berardo

Beginning Reading ABE GED

Description:	In-house program.
Eligible Participants:	Men who live in shelter.
Fee:	None.
Hours of Program:	Vary.
How to Enter Program:	In-house program.

NATIONAL TRAINING SERVICE, INC.
117-125 N. 8th Street
Philadelphia, PA 19106
351-0017
Suzanne Hawkins

GED

Description:	Program offers GED instruction to students without a high school diploma.
Eligible Participants:	Anyone enrolled at National Training Service, Inc.
Fee:	No fee for GED preparation.
Hours of Program:	Weekdays, 8:30 a.m. to 5:00 p.m. (5 days per week)
How to Enter Program:	Enroll into regular, General Business Clerk course.

NATIONALITIES SERVICE CENTER
1300 Spruce Street
Philadelphia, PA 19107
893-8424
Delores L. Howland

Beginning Reading ABE GED ESL

Description:	NSC is a United Way Agency that provides social and educational services for immigrants, refugees, visitors and non-English speakers. ESL levels range from Introductory to Advanced. Classes address speaking/listening and reading/writing. 4 quarters: Fall, Winter, Spring and Summer. ESL/civics classes for eligible legalized aliens.
Eligible Participants:	Varies with program.
Fee:	Varies - 0 - $60.00.
Hours of Program:	Hours vary. Day and evening available.
How to Enter Program:	Call NSC for information and registration.

NAVAL FAMILY SERVICE CENTER
Philadelphia Naval Station, Bldg. 888
Philadelphia, PA 19112
897-5126
Debora Cholke

Special Programs **ESL**

Description: Literacy program for foriegn enlisted servicemen or spouses of enlisted personnel living on/responding to Naval station.

Eligible Participants: In-house.

Fee: None.

Hours of Program: By appointment.

How to Enter Program: Call Mrs. Cholke at 879-5126.

NEIGHBORHOOD EDUCATION PROJECT
1885 Howarth Street
Philadelphia, PA 19124
Doris Ottey

ABE **GED**

Description: An adult basic education project which offers one-on-one tutoring as well as classes. Goal is to help students receive General Education Diploma.

Eligible Participants: Adults 18-65 reading on 9th grade level.

Fee: None.

Hours of Program: Varies.

How to Enter Program: Contact Center.

NEIGHBORHOOD YOUTH ACHIEVEMENT PROGRAM
1420 Hobart Street
Philadelphia, PA 19131
477-2323

Beginning Reading **ABE**

Description: Center offers literacy instruction to individuals needing skills in basic reading and writing.

Eligible Participants: Open.

Fee: None.

Hours of Program: To be arranged by center.

How to Enter Program: Call center for more information.

DAVID NEUMAN SENIOR CENTER
6600 Bustleton Avenue
Philadelphia, PA 19149
338-9800
Susan Adams

ESL

Description:	ESL, individual tutoring, small classes. (Operating at agency and at satellites in Northeast Philadelphia.)
Eligible Participants:	Senior adults.
Fee:	Free to all members of Neuman Center. (Others $10.00 registration fee.)
Hours of Program:	Monday - Friday, 9:30 a.m. - 3:00 p.m. (1 evening class.)
How to Enter Program:	Contact Susan Adams.

SITES

George Washington High School
Bustleton Ave. & Verree Road
Philadelphia, PA 19116

Shalom Arbor House
12003 Bustleton Avenue
Philadelphia, PA 19116

Samual Tabas House
2101 Strahle Street
Philadelphia, PA 19152

Robert Saligman House
8900 Roosevelt Boulevard
Philadelphia, PA 19115

NEW BETHEL A.M.E. CHURCH LITERACY PROGRAM
6153 Germantown Avenue
Philadelphia, PA 19144
Evening: 844-9589/848-6530
Rev. Carl D. Ogden, Pastor
Ernestine J. Rouse, Coordinator

Beginning Reading **ABE**

Description:	Individualized tutoring is tailored to the needs of students. Diagnostic testing is used to ascertain needs of the students. Tutors and students are matched to make the learning situation beneficial to both.
Eligible Participants:	All who wish to use the services.
Fee:	None.
Hours of Program:	Various - according to the needs of the clients.
How to Enter Program:	Call the church of stop by any Sunday morning to make an appointment.

NEW CENTRAL BAPTIST CHURCH
2139 Lombard Street
Philadelphia, PA 19146
office: 732-4267
Reverend Doman

ABE

Description:	Volunteer tutors offer adult basic education in small classroom setting.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Tuesdays, 1:00 p.m. and Wednesday, 5:00 p.m.
How to Enter Program:	Contact Reverend Doman.

NEW HOPE EDUCATION CENTER
108 E. Price Street
Philadelphia, PA 19144
848-9660
Charles Bulford

Beginning Reading ABE GED ESL

Description:	Individualized and group instruction for English Language Skills. Also, there are capabilities for teaching ESL.
Eligible Participants:	All interested people apply as indicated above.
Fee:	No fee.
Hours of Program:	Flexible.
How to Enter Program:	Call for more information.

NEW HOPE LEARNING CENTER
214 South 45th Street
Philadelphia, PA 19104
662-1663
Gerald Sterrett

Beginning Reading ABE GED

Description:	Center provides one-on-one tutoring and classroom settings. Also, art enrichment classes for high school graduates.
Eligible Participants:	All adults.
Fee:	No fee for literacy instruction. Nominal fee for "the arts".
Hours of the Program:	Monday - Friday, 10:00 a.m. - 6:00 p.m. Some evening classes.
How to Enter Program:	Call or stop in during hours listed above.

NEW LIFE COMMUNITY CENTER
4727 N. Broad Street
Philadelphia, PA 19141
457-2322
Agnes M. Smith

Beginning Reading **ABE** **Special Programs**

Description:	Program offers individual tutoring. Agency aims to strengthen the basic skills of the adults, to restore pride and increase marketable skills. (Emergency food program, free clothing, job counseling and referrals, drug & alcohol counseling, arts and crafts, and a variety of other needed services.)
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Tuesdays and Thursdays, 12:00 noon - 2:00 p.m.
How to Enter Program:	Register at center during regular hours.

NEW WORLD ASSOCIATION OF EMIGRES FROM RUSSIA
2218 Glendale Street
Philadelphia, PA 19152
725-2706
Mr. Gregory Vaksman

ESL

Description:	Mutual Assistance Agency provides ESL classes to refugees & immigrants of Eastern European countries.
Eligible Participants:	Refugees and immigrants from Eastern European countries.
Fee:	None.
Hours of Program:	Mon, Tues, Thurs & Fri; classes ongoing from 9:30a.m.-9:30p.m.
How to Enter Program:	Call 725-2706.

RONALD BRUCE NIPON ASSOCIATION
1100 Oak Lane Avenue
Philadelphia, PA 19126
549-0550
Paulette Chobot

Special Programs

Description:	Socialization program which is structured for Developmental Disabled Adults. Classes include math, reading, daily living skills and cooking.
Eligible Participants:	Persons who are club members.
Fee:	In-house.
Hours of Program:	Saturdays, 10:00 a.m. - 5:00 p.m.
How to Enter Program:	In-house.

NORRIS SQUARE PRESBYTERIAN CHURCH
151 W. Susquehanna Avenue
Philadelphia, PA 19122
423-9853
Laura Taylor

ESL

Description:	Conversational English as a Second Language classes.
Eligible Participants:	Open to community.
Fee:	None.
Hours of Program:	Tuesday, 7:00 - 9:00 - ESL Monday, 7:00 - 9:00 - GED
How to Enter Program:	Contact Laura Taylor.

NORTH CITY CONGRESS - SENIOR CITIZENS PROGRAMS
Emmanuel Church
17th and York Streets
Philadelphia, PA 19132
228-2200
Barbara Parrish, Director
Nina Cratis, Coordinator

Beginning Reading ABE

Description:	Program offers senior citizens tutoring.
Eligible Participants:	Any senior citizen who is a member of North City Congress Senior Citizens.
Hours of Program:	Flexible; also Thursday, 11:00 a.m. - 12:00 noon.
How to Enter Program:	Join North City Congress Senior Citizens.

NORTHEAST COMMUNITY MENTAL HEALTH/MENTAL RETARDATION CENTER
Adams Avenue and Roosevelt Boulevard
Philadelphia, PA 19124
831-2857

Special Programs

Description:	Mental health clients serviced by the Center are eligible for tutoring sessions.
Eligibel Participants:	Clients of agency.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. 5:00 p.m.
How to Enter Program:	In-house referrals only.

NORTHWEST MENTAL HEALTH
27 E. Mt. Airy Avenue
Philadelphia, PA 19119
248-6710
Henrietta Fuller

Special Programs

Description:	Center offers reading and writing instruction to day program residents who want to develop their abilities in language.
Eligible Participants:	In-house students in day program at center.
Fee:	None.
Hours of Program:	Thursday, 11:00 a.m. - 1:00 p.m.
How to Enter Program:	In-house referrals only.

OAK GROVE BAPTIST CHURCH
21st and Cambria Streets
Philadelphia, PA 19132
226-5862
Reverend William Sullivan, Jr., Pastor
Carmella Jennings, Coordinator

Beginning Reading ABE

Description:	Program aims to develop language skills for interested participants.
Eligible Participants:	Open to church members and community residents.
Fee:	None.
Hours of Program:	Call for further information.
How to Enter Program:	Contact Oak Grove Baptist Church.

OFFENDER AID AND RESTORATION
219 N. Broad Street
Philadelphia, PA 19107
557-8131
Milton Berkes

Special Programs

Description:	Program helps inmates of city prison system obtain literacy training.
Eligible Participants:	Inmates of the city prison system.
Fee:	None.
Hours of Program:	Flexible.
How to Enter Program:	Contact social worker.

OLNEY NEIGHBORHOOD CENTER
5th and Fisher Streets
Philadelphia, PA 19120
457-0535
Elli Furstenburg

ESL

Description:	Center offers help to community residents who want to learn or improve their English skills.
Eligible Particpants:	Open to all adults.
Fee:	None.
Hours of Program:	Tuesday and Thursday 9:30 a.m. - 1:30 p.m. Monday and Wednesday, 4:30 p.m. - 9:00 p.m..
How to Enter Program:	Call Ms. Furstenburg at the site before class or at 951-1187.

OMEGA PSI PHI FRATERNITY LITERACY PROGRAM
431 E. Locust Street
Philadelphia, PA 19144
438-1134
Charles Lewis

ABE GED

Description:	Program offers basic education and G.E.D. preparation to adults needing help.
Eligible Participants:	Open to community.
Fee:	None.
Hours of Program:	Vary.
How to Enter Program:	Contact Charles Lewis.

OPEN DOOR CLUBHOUSE
CO-MHAR CMHC
Good Shepherd Church
Cumberland & Collins
Philadelphia, PA 19125
427-5763
Lu Mauro

Beginning Reading ABE GED

Description:	Pre-vocational day program. Evening/weekend social program.
Eligible Participants:	Members of Clubhouse Program.
Fee:	None.
Hours of Program:	Monday-Friday, 8:30a.m. - 4:00p.m., Monday &Thursday evenings, 5:00 - 9:00 p.m., Saturday, 9:00 a.m. - 2:00 p.m.
How to Enter Program:	Intake at CO-MHAR Out-patient Unit.

252

OPERATION OUTREACH
8215 Torresdale Avenue
Philadelphia, PA 19136
335-8219
Mr. Robert Durison

Special Programs

Description: The purpose of the organization is to promote the educational and social welfare of the residents of Holmesburg Prison and their re-entry into the community as well.

Eligible Participants: Incarcerated men, 18 and over.

Fee: None.

Hours of Program: Monday - Friday, 10:00 a.m. - 4:00 p.m.

How to Enter Program: In-house referral.

OUR LADY OF THE HOLY SOULS
1907 W. Tioga Street
Philadelphia, PA 19140
225-5262
Sister Ann

Beginning Reading **ABE**

Description: We provide a program of one to one tutoring for beginning readers.

Eligible Particpants: Open.

Fee: None.

Hours of Program: Monday - Friday, 8:30 a.m. - 4:00 p.m.

How to Enter Program: Call the rectory at 225-5262 to set up an appointment.

OUTREACH FOR CHRIST EDUCATIONAL CENTER
528 Haines Street
Philadelphia, PA 19144
849-2590
Elder Joseph Scott
Mrs. Cecelia G. Merritt, Coordinator

Beginning Reading **ABE** **GED**

Description: Center offers literacy instruction to individuals needing skills in basic reading and writing. Also offers tutorial services for those who are literacy but lack a HS diploma and want a GED.

Eligible Participants: Open.

Fee: None.

Hours of Program: Wednesday, 7:00 p.m. - 9:00 p.m. and by arrangement.

How to Enter Program: Call on Wednesday evenings for an appointment.

PARTNERS FOR ESL
1340 Christian Street
Philadelphia, PA 19147
271-2630
Janice Frick

ESL

Description:	Classes in ESL, ESL Literacy and GED for adults. Computer instruction is also available.
Eligible Participants:	Any non-or low level English speakers especially Southeast Asian.
Fee:	None.
Hours of Program:	Monday - Friday, 10:00 a.m. - 12:00 noon Computer - Monday- Friday, 12:00 noon - 2:00 p.m.
How to Enter Program:	Registration daily 12:15 p.m.

PASS ADULT LITERACY SKILLS PROGRAM
Administrative and Educational Services
9 St. Asaphs Road
Bala Cynwyd, PA 19004-2405
668-9324
Jean Fleschute

ABE GED

Description:	Provides a free instructional program in basic reading, math, writing, employability competency areas, and G.E.D. preparation. The program is dedicated to helping individuals identify and work on their individual goals. Computer-assisted instruction. Carfare and childcare may also be provided.
Eligible Participants:	Open to those 17 years of age or older who do not have a high school diploma.
Fee:	None.
Hours of Program:	Vary.
How to Enter Program:	Contact Jean Fleschute.

SITES

St. Vincent's Senior Community Center
109 East Price Street
(Germantown)
Philadelphia, PA 19144

St. Anne School
Cedar and Tucker Streets
(Kensington)
Philadelphia, PA 19125

Impact Services
124 East Indiana Avenue
(West Kensington)
Philadelphia, PA 19134

PATH, INC. OLDER ADULT ESL
c/o Rhawnhurst Presbyterian Church
Loretto & Lansing Streets
Philadelphia, PA 19115
745-6606
Melissa Shuster

Special Programs

Description:	Mental health program for older adults. Class is provided on an as-needed basis depending on client demographics.
Eligible Participants:	Mental health clients already in program.
Fee:	None.
Hours of Program:	As scheduled.
How to Enter Program:	In-house program.

PATH, INC. SOCIAL REHABILITATION PROGRAM
7552 Frankford Avenue
Philadelphia, PA 19136
333-8080

Special Programs

Description:	Special population - clients with emotional problems. Literacy program offers educational support to clients in treatment.
Eligible Participants:	Social rehabilitation clients, only.
Fee:	None.
Hours of Program:	Monday - Friday, 8:30 a.m. - 5:00 p.m.
How to Enter Program:	In-house referrals only.

PENNSYLVANIA NATIONAL GUARD
HEADQUARTER, 1-104TH CAVALRY
5350 Ogontz Avenue
Philadelphia, PA 19141-1693
329-2622
Cpt. Anthony S. Gray

Special Programs

Description:	The 1-104th Cav learning center exists to enhance the military education and progression of member of the Squadron. The material presented is sensitive in nature and its distribution is restricted.
Eligible Participants:	Closed.
Fee:	None.
Hours of Program:	On drill weekends.
How to Ente r Program	Must become a member of the 1-104th Cavalry.

PHILADELPHIA CENTER FOR OLDER PEOPLE (PCOP)
509 S. Broad Street - Main Branch
Philadelphia, PA 19147
546-5879
Karen Auer

Beginning Reading ABE

Description:	Individual tutoring Basic Reading skills, provided to a senior adult population.
Eligible Participants:	Senior adults over the age of 60. Does not need to be a center member.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 4:00 p.m.
How to Enter Program:	Call Karen Auer, Program Director.

PHILADELPHIA CENTER FOR OLDER PEOPLE (NORTH BRANCH)
4400 North Broad Street
Philadelphia, PA 19140
456-9000
Carolyn Hemphill, Program Director
Eva Bix, ESL Coordinator

ESL

Description:	Reading program is directed primarily at elderly Asians and Europeans. PCOP's major aim is to acquaint elderly foreign persons with American society and culture.
Eligible Participants:	All.
Fee:	$1.50/class
Hours of Program:	Monday - Friday, 9:40 a.m. - 11:40 a.m.
How to Enter Program:	Contact Eva Bix at 456-9000.

PHILADELPHIA COMMITTEE FOR THE HOMELESS
805 N. Broad Street
Philadelphia, PA 19123
232-2300

Special Programs

Description:	Reading/tutoring program for adults who use the services offered at the center.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Wednesday and Thursday, 1:00 p.m. - 3:00 p.m.
How to Enter Program:	Visit or call center.

PHILADELPHIA COUNCIL OF THE INTERNATIONAL READING ASSOCIATION
7904 Louise Lane
Philadelphia, PA 19118
242-0294
Perky Cohen

ESL

Description:	Individualized instruction on one-to-one basis or larger groups. Arrangements as to time, place and days are at the convenience of tutors.
Eligible Participants:	Any adult or child who needs help speaking, reading or writing English.
Fee:	None.
Hours of Program:	Times vary.
How to Enter Program:	Call for information.

PHILADELPHIA HOUSING AUTHORITY (PHA)
1401 Arch Street, 9th Floor
Philadelphia, PA 19102
988-1424
James H. Robinson

ABE

Description:	Adult literacy program providing basic literacy, levels 0-4 and 5-8. Three locations: Fairhill Apartments, 2443 N. 11th Street; Morton Homes, 5920 Morton Street; Southwark Plaza, 401 Washington Avenue.
Eligible Participants:	All PHA residents and residents of surrounding communities.
Fee:	$2.00 enrollment.
Hours of Program:	10:00 a.m. - 1:00 p.m. or 5:30 p.m. - 8:30 p.m.
How to Enter Program:	Contact James H. Robinson.

PHILADELPHIA OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
1231 North Broad Street
Philadelphia, PA 19122
236-7700
Phyllis Lawrence, Director of Education
Joan Barnes, Education Coordinator

ABE GED Training Programs

Description:	OIC offers a pre-vocational training program with heavy emphasis on remedial education. Group and individual counseling are available. Comprehensive Competency Program includes computer assisted instruction.
Eligible Participants:	The economically disadvantaged, unemployed and underemployed, 18 years and over.
Fee:	None.
Hours of Program:	Monday - Friday, 8:30 a.m. - 3:30 p.m.
How to Enter Program:	Contact Feeder Program for initial interview and test. Students should register at 1231 N. Broad St., Phila., PA 19121.

PHILADELPHIA SATELLITE JOB CORPS
4601 Market Street
Philadelphia, PA 19139
471-9693
Jacqueline M. Starks

Beginning Reading ABE GED

Description:	Employment training program.
Eligible Paticipants:	16-21 years of age, income eligible.
Fee:	None.
Hours of Program:	Weekdays, 8:00 a.m. - 5:00 p.m.
How to Enter Program:	Open enrollment.

PINN MEMORIAL BAPTIST CHURCH
54th & Wynnfield Avenue
Philadelphia, PA 19131
477-1060
Dr. Geraldine Gary

GED

Description:	Eight week summer program to aid interested people in attaining their High School Diplomas.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Summer only. Evenings to be announced.
How to Enter Program:	Call Mayor's Commission on Literacy at 686-8652.

PRISON LITERACY PROJECT
120 Lancaster Avenue
Ardmore, PA 19003-1392
576-1096
Mitchell Blatstein

Special Programs

Description:	PLP provides one-on-one literacy tutoring for prison inmates, primarily at the State Correctional Institution at Graterford. Program is managed by both prison inmates and external volunteers; special focus is 0-4 levels, not learning disabled or mentally ill.
Eligible Participants:	Incarcerated men and women over the age of 18.
Fee:	None.
Hours of Program:	Flexible.
How to Enter Program:	Contact the hotline: 215-248-3494.

PROGRAMS FOR EXCEPTIONAL PEOPLE (PEP)
1200 S. Broad Street
Philadelphia, PA 19146
589-5227
Susan Madden
Sue Saxe

Special Programs

Description:	In-house literacy program and job readiness for clients of PEP. Some computer literacy.
Eligible Participants:	In-house referrals only.
Fee:	None.
Hours of Program:	As scheduled.
How to Enter Program:	In-house referrals only.

PTC CAREER INSTITUTE
2209 Chestnut Street
Philadelphia, PA 19103
567-3104 ext. 55
Sharon Lewis

ABE GED

Description:	ABE & GED instruction offered to students enrolled in other courses at PTC.
Eligible Participants:	Students enrolled at PTC.
Fee:	None.
Hours of Program:	Monday - Friday
How to Enter Program:	Call Sharon Lewis, Coordinator.

REHOBOTH TEMPLE EDUCATIONAL CENTER
12th St. & Wyoming Ave.
Philadelphia, PA 19141
455-7449
Bishop George A. Williams
Ruth Pasley, Coordinator

Beginning Reading **ABE** **pre-GED** **GED**

Description:	Church tutoring center offering adult basic literacy training, pre-GED and GED instructions to those who wish to pass the National GED examination.
Eligible Participants:	Open to adults 18 years and older.
Fee:	None.
Hours of Program:	Classes: Wednesday and Thursday, 7:00 - 9:00 p.m. Individual tutoring available - hours flexible.
How to Enter Program:	Contact Ruth Pasley Tuesday through Friday between 11:00a.m. - 3:00 p.m.

RESEARCH FOR BETTER SCHOOLS
444 North 3rd Street
Philadelphia, PA 19123
574-9300

Special Programs

Description:	This Mid-Atlantic Regional Educational Laboratory, funded by government and non-government source is available to provide technical assistance, e.g. research, evaluation, training.
Eligible Participants:	Non-specific.
Fee:	Varies with project.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Call for information.

RHOADS SCHOOL VOLUNTEER CENTER
50th and Parrish Streets
Philadelphia, PA 19139
TR7-4363
Ms. Fasclone

Beginning Reading **ABE**

Description:	Center offers literacy.
Eligible Participants:	Any community adult.
Fee:	None.
Hours of Program:	Open - Monday-Friday.
How to Enter Program:	Call school Monday thru Friday.

ST. BONAVENTURE CHURCH
2831 N. Hutchinson Street
Philadelphia, PA 19133
225-4254
Reverend Gerald Kellaher
Ms. Mary McGinn

ESL

Description:	Classes in Conversational English as a Second Language for the community.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Saturday, 10:00 a.m. - 12:00 p.m.
How to Enter Program:	Contact Ms. Mary McGinn.

ST. BRIDGET PARISH
ADULT LITERACY PROGRAM
3667 Midvale Avenue
Philadelphia, PA 19129
844-4126
Sister Joanne Vetz, S.S.J., Program Director
Barbara Hinchcliffe, Program Coordinator

ABE

Description:	Volunteer tutors from parish and community offer one-on-one tutoring to adults needing to improve basic educational skills.
Eligible Participants:	Adults in parish and community.
Fee:	None.
Hours of Program:	By arrangement.
How to Enter Program:	Apply to above address/telephone for evaluating interview.

ST. GABRIEL'S CHURCH
2916 Dickinson Street
Philadelphia, PA 19146
336-1161
Sr. Marita Jean

GED

Description:	A GED Class is administered by St. Gabriel's Church. Classes are held at 2916 Dickinson Street.
Eligible Participants:	Open to all adults, 18 years and older.
Fee:	$10.00 registration fee.
Hours of Program:	GED class is held Tuesday evenings, 7:00 p.m. - 9:15 p.m.
How to Enter Program:	Students should call for information; open registration for class in September and January.

ST. HELENA SCHOOL VOLUNTEER CENTER
6101 North 5th Street
Philadelphia, PA 19120
549-2947
Sister Helene Nagle

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time to work with adults during school hours.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Flexible hours.
How to Enter Program:	Students should call contact person at school.

ST. JOSEPH'S UNIVERSITY - ESL LANGUAGE CENTER
2490 North 54th Street
Philadelphia, PA 19131
473-4430
Regina Brown

ESL

Description:	An intensive program which teaches English to prospective students, business people or tourists at all levels of proficiency.
Eligible Participants:	Open.
Fee:	Application fee of $60.00: 4week sessions: $590.00
Hours of Program:	Monday - Friday, 8:30 a.m. - 3:30 p.m. Part-time hrs. available.
How to Enter Program:	Students should apply at office. Classes are ongoing.

ST. MICHAEL'S LITERACY PROGRAM
6671 Germantown Avenue
Philadelphia, PA 19119
848-0199-Church
Rev. Janet Peterman
Linda M. Buchheit, Coordinator
Janet Robert, Co-Coordinator

Beginning Reading **ABE** **GED** **ESL**

Description:	Program receives referrals from Commission as well as walk-in applicants, matches them with appropriate tutors and follows up on progress and completion of program.
Eligible Participants:	All interested persons.
Fee:	None.
Hours of Program:	Tuesday and Thursday, 6:00 p.m. - 8:00 p.m.
How to Enter Program:	Call church or come to program.

ST. MICHAEL'S PARISH
1445 N. 2nd Street
Philadelphia, PA 19122
739-2358
Sister Catherine Cellini

Beginning Reading ABE GED ESL

Description: Volunteer tutors offer individual tutoring to adults needing help.

Eligible Participants: Open.

Fee: None.

Hours of Program: By appointment.

How to Enter Program: Contact Sister Catherine Cellini.

ST. VERONICA SCHOOL VOLUNTEER CENTER
3521 North 6th Street
Philadelphia, PA 19140
225-1575
Sister Marian Vincent

ESL

Description: Center offers literacy instruction to individuals needing skills in basic reading and writing. Teachers and aides volunteer their time to work with adults.

Eligible Participants: Open.

Fee: None.

Hours of Program: Wednesday and Thursday, 7:00 p.m. - 9:00 p.m.

How to Enter Program: Students should call contact person at school. Open registration from September to June.

ST. VINCENT'S LEARNING LAB
109 E. Price Street
Philadelphia, PA 19144
438-1514
Evelyn Rogers

Beginning Reading ABE GED

Description: Program aims to develop language skills for interested participants.

Eligible Participants: Open to community residents.

Fee: Call for further information.

Hours of Program: Times vary.

How to Enter Program: Contact Evelyn Rogers at St. Vincent's Lab.

SANCTUARY BIBLE INSTITUTE - GED PROGRAM
5923 Walnut Street
Philadelphia, PA 19139
748-6510 748-6511
Dr. Audrey Bronson, Pastor

GED

Description:	This program provides intensive classroom instruction in all subject matter that pertains to the National GED Examination.
Eligible Participants:	Adults who have a seventh grade plus reading level.
Fee:	One time registration fee.
Hours of Program:	Summer only.
How to Ente rProgram:	Entrance Examination.

SCHOOL DISTRICT OF PHILADELPHIA
Division of Adult Basic Education
427 Monroe Street
Philadelphia, PA 19147
351-7018
Matthew C. Knowles

ABE GED ESL

Description:	The School District provides educational opportunities to adults and out-of-school youths to qualify for entry-level employment. ABE classes teach basic literacy, computational skills and pre-vocational preparation. GED courses prepare students for the high school equivalency exam. Both classes and tutoring are offered. In addition, in the Adult Secondary Program, adult students can attend Standard Evening High School, the same daytime classes as high school students and receive a regular high school diploma after completion of the required number of credits.
Elgible Participants:	Out-of-school adults, 17 years of age and older, can enter ABE, GED and ESL classes and Standard Evening High School. The Adult Secondary Program for the high school diploma has special requirements for enrollment; call for more information.
Fee:	None.
Hours of Program:	Hours vary according to location of class; see list of sites for more information.
How to Enter Program:	ABE and GED have open enrollment and run from September to June. To begin Standard Evening High School, one must enroll in early September and February.

SCHOOL DISTRICT OF PHILADELPHIA SITES:

ABE Locations

Center City

Benjamin Franklin Standard Evening
Broad and Green Streets
Philadelphia, PA 19130
Tuesday-Thursday
7:00 p.m.-10:00 p.m.

Library for the Blind
919 Walnut Street
Philadelphia, PA 19107
Monday-Wednesday
9:00 a.m.-2:00 p.m.
(Accepts other physical handicaps)

North Philadelphia

Columbia Avenue Library
2320 Columbia Avenue
Philadelphia, PA 19121
Monday-Thursday
12:30 p.m. - 2:30 p.m.

Little Neighborhood Center
1609 Poplar Street
Philadelphia, PA 19130
Monday, Wednesday and Friday
1:00 p.m. - 3:00 p.m.

Cramp School
Howard and Ontario Sts.
Philadelphia, PA 19140
Tuesday-Thursday
9:30 a.m. - 11:30 a.m.

Center for the Homeless
United Methodist Church
20th & Spring Garden Streets
Philadelphia, PA 19130
Monday-Thursday
12:30 p.m. - 2:30 p.m.

Salvation Army - Germantown
11th and Huntingdon Avenue
Philadelphia, PA
Monday - Thursday
12:45 p.m. - 2:45 p.m.

Salvation Army - Temple Corps.
1340 Brown Street
Philadelphia, PA 19123
Monday - Thursday
9:30 a.m. - 11:30 a.m.

Meade School
18th & Oxford Sts.
Philadelphia, PA 19121
Monday-Wednesday
9:30 a.m.-11:30 a.m.

Kensington

Free Library of Philadelphia
Richmond Branch
Indiana Ave. & Almond St.
Philadelphia, PA 19134
Monday-Thursday
12:45 p.m. - 2:45 p.m.

McPherson Square Library
Indiana Ave. & F Street
Philadelphia, PA 19134
Monday-Thursday
9:30 a.m. - 2:30 p.m.

Northeast, Near

Free Library of Philadelphia
Northeast Branch
Cottman and Oakland Street
Philadelphia, PA 19149
Monday - Thursday
9:30 a.m. - 11:30 a.m.

Northeast Standard Evening
Cottman Avenue & Algon Street
Philadelphia, PA 19111
Monday and Wednesday
7:00 p.m. - 10:00 p.m.

Wyoming Library
B & Wyoming Sts.
Philadelphia, PA 19120
Monday-Thursday
12:30 p.m. - 2:30 p.m.

Northwest Philadelphia

Free Library of Philadelphia
Northwest Regional Branch
Chelten Avenue and Greene Street
Philadelphia, PA 19144
Monday - Thursday,
1:00 p.m. - 3:00 p.m.

Janes Memorial Church
47 East Haines
Philadelphia, PA 19144
Monday - Thursday,
9:30 a.m. - 11:30 a.m.

West Oak Lane Library
74th Ave. & Washington Lane
Philadelphia, PA 19138
Monday-Wednesday
5:30 p.m. - 8:00 p.m.

Germantown Standard Evening
Germantown Avenue & High St.
Philadelphia, PA 19144
Tuesday and Thursday
7:00 p.m. - 10:00 p.m.

Martin L. King High School
Stenton Ave. & Haines St.
Philadelphia, PA 19138
Tuesday - Thursday
7:00 p.m. - 10:00

South Philadelphia

Free Library of Philadelphia
South Philadelphia Branch
Broad and Morris Streets
Philadelphia, PA 19148
Monday - Thursday
12:30 p.m. - 2:30 p.m.

Tindley Temple
750-62 South Broad Street
Philadelphia, PA 19146
Monday - Thursday
12:30 p.m. - 2:30 p.m.

Stinger Square
3115 Tasker St.
Philadelphia, PA 19145
Monday-Thursday
9:30 a.m. - 11:30 a.m.

South Phila. Standard Evening
Broad and Snyder Avenue
Philadelphia, PA 19148
Tuesday and Thursday,
7:00 p.m. - 10:00 p.m.

J.F. Kennedy Center
734 Schuylkill Avenue
Philadelphia, PA 19146
Monday-Thursday
9:30 a.m. - 11:30 a.m.

Southwest Philadelphia

Free Library of Philadelphia
Kingsessing Branch
51st and Chester Avenue
Philadelphia, PA 19143
Monday - Friday
9:45 a.m. - 11:45 a.m.

West Philadelphia

Bryant School
60th and Cedar Avenue
Philadelphia, PA 19143
Monday - Thursday
9:30 a.m. - 11:30 a.m.

Free Library of Philadelphia
Haverford Branch
56th & Haverford Avenue
Philadelphia, PA 19139
Monday - Thursday
12:30 p.m. - 2:30 p.m.

West Philadelphia (continued)

McMichael School
36th & Fairmount Avenue
Philadelphia, PA 19104
Monday - Thursday
12:45 p.m. - 2:45 p.m.

West Philadelphia Standard Evening
47th and Walnut Street
Philadelphia, PA 19139
Monday and Wednesday
7:00 p.m. - 10:00 p.m.

Salvation Army West
31 North Vodges Street
Philadelphia, PA 19139
(Between 55th & 56th Sts.)
Monday - Thursday
9:30 a.m.-11:30 a.m.

Mt. Olivet Baptist Church
42nd & Wallace Sts.
Philadelphia, PA 19104
Tuesday-Thursday
3:30 p.m. - 5:30 p.m.

GED Locations - Daytime

Berean Institute
1901 W. Girard Avenue
Philadelphia, PA 19130
763-4833
M,T,W,Th, 12:30 - 2:30

N.W. Regional Library
Chelten Ave.& Greene St.
Philadelphia, PA 19144
843-9800
Th,F, 10:00 - 12:00

Widener Library
2531 W. Lehigh Avenue
Philadelphia, PA 19132
686-1999
M,W, 10:00 - 12:00

J.F. Kennedy Center
734 Schuylkill Ave., Rm.612
Philadelphia, PA 19146
875-3737
M,T,W,Th, 9:30 - 11:30

Olney Library
5th St. & Tabor Rd.
Philadelphia, PA 19120
548-3033
M,T,W,F, 1:00 - 3:00

GED Locations - Evening

Frankford Library
Frankford Ave. & Overington
Philadelphia, PA 19124
289-0530
M,W, 5:30 - 8:00

M.L. King High School
Stenton Ave. & Haines
Philadelphia, PA 19138
927-7200
T,Th, 7:00 - 10:00

Oak Lane Library
12th St. & Oak Lane
Philadelphia, PA 19138
548-3431
M,W, 5:30 - 8:00

Roxborough Library
6245 Ridge Ave.
Philadelphia, PA 19128
484-7107
M,W, 5:30 - 8:00

Franklin High School
Broad & Green Sts.
Philadelphia, PA 19130
567-7045
T, Th, 7:00 - 10:00

N.E. High School
Cottman & Algon Ave.
Philadelphia, PA 19111
745-8087
M,W, 7:00 - 10:00

Paschalville Library
70th St. & Woodland Ave.
Philadelphia, PA 19142
729-4332
M,W, 5:30 - 8:00

S.P. High School
Broad St. & Snyder Ave.
Philadelphia, PA 19148
334-5800
T,Th, 7:00 - 10:00

Torresdale Library
3079 Holme Ave.
Philadelphia, PA 19136
677-0404
M,W, 5:30 - 8:00

Wynnefield Library
54th St. & Overbrook Ave.
Philadelphia, PA 19131
686-0298
M,W, 5:30 - 8:00

West Philadelphia High School
47th & Walnut Sts.
Philadelphia, PA 19139
474-4332
M,W, 7:00 - 10:00

SCHOOL DISTRICT OF PHILADELPHIA
Center for Learning in the City (CLIC)
Division of Adult Basic Education
427 Monroe Street
Philadelphia, PA 19147
351-7018
Matthew C. Knowles
Robert Ladika, Counselor
Eileen Burdo, Counselor

Beginning Reading **ABE** **GED** **ESL**

Description: CLIC is a collaborative effort among Community College of Philadelphia, School District of Philadelphia, and Temple University. CLIC provides instruction to adults to help them qualify for job training programs.

Eligible Participants: JTPA eligible; unemployed, financially distressed adults.

Fee: None.

Hours of Program: See sites.

How to Enter Program: Must have Social Security number, proof of residence and be 17 years of age.

SITES:

Hill School
32nd Street & Ridge Avenue
Philadelphia, PA 19121
236-1020
Mon - 9:30-2:30p.m.

St. Barnabas Church
3rd & Dauphin Streets
Philadelphia, PA 19133
426-1490
Mon-Thurs, 9:30-11:30a.m.

SENIOR WHEELS EAST LITERACY PROGRAM
2700 North 12th Street
Philadelphia, PA 19133
787-2930
Carlotta Ward

Beginning Reading **ABE**

Description:	Center offers literacy instruction to Senior Wheels East members.
Eligible Participants:	Senior citizens who attend program.
Fee:	None.
Hours of Program:	Mondays and flexible times.
How to Enter Program:	Call center.

SHELTER FOR THE HOMELESS
D.C. Service - DRC/P
1360 Ridge Avenue
Philadelphia, PA 19123
426-1122
Mr. Cohen

Beginning Reading **ABE**

Description:	In-house program for the homeless.
Eligible Participants:	In-house
Fee:	None.
Hours of Program:	Open times.
How to Enter Program:	In-house only. Contact Mr. Cohen.

SING, SPELL, READ & WRITE
American Family Services
910 North Broad Street
Philadelphia, PA 19130
765-1850
Linda D. Casraiss

Beginning Reading **ESL**

Description:	Total language arts program teaching reading, writing, phonics, vocabulary, comprehensive and extensive writing skills. Learning all the rules of grammar by singing. Will bring a total non-reader to a 6th grade reading level. Emphasis on phonics.
Eligible Participants:	Beginning or low level readers.
Fee:	None.
Hours of Program:	Monday to Friday, 9:00 a.m. - 5:00 p.m. Some Saturdays.
How to Enter Program:	Contact Linda Casraiss at main office.

SING, SPELL, READ & WRITE
Deliverance Evangelistic Bible Institute
1436 Belfield Avenue
Philadelphia, PA 19140
456-2165
Reverend Wesley Pinnock

Beginning Reading **ESL**

Description: Total language arts program teaching reading, writing, phonics, vocabulary, comprehensive and extensive writing skills. Learning all the rules of grammar by singing. Will bring a total non-reader to a 6th grade level. Emplasis on phonics.

Eligible Participants: Beginning low level readers.

Fee: None.

Hours of Program: Monday to Friday, 9:00 a.m. - 5:00 p.m. Some Saturdays.

How to Enter Program: Contact Linda Casraiss at main office, 765-1850.

SOUTHEAST ASIAN MAA COALITION, INC.
4601 Market Street
Philadelphia, PA 19139
476-9640
Mr. By Sor

ABE **ESL**

Description: The ABE - ESL program is offered to adults in 3 MAA Community Centers: Cambodian, Laotian and Overseas Chinese. Pre-GED class for adults is at Huong MAA, 2 evenings a week.

Eligible Participants: Open.

Fee: None.

Hours of Program: 4 days/week at each MAA Community Center, 1:30 - 3:30 p.m.

How to Enter Program: Contact Mr. By Sor.

SOUTHWARK HOUSE
101 Ellsworth Street
Philadelphia, PA 19147
468-1645
Dino Rossi

Beginning Reading **ABE**

Description: Center offers literacy instruction to individuals needing skills in basic reading and writing.

Eligible Participants: All adults.

Fee: None.

Hours of Program: Wednesday, 6:00 p.m. - 7:30 p.m.

How to Enter Program: Contact Dino Rossi.

SOUTHWEST COMMUNITY ENRICHMENT CENTER
1341 South 46th Street
Philadelphia, PA 19143
386-8250
Sister Catherine Veronica

Beginning Reading **ABE**

Description:	The center responds to numerous community concerns. ABE is available to adults wanting to improve basic reading and writing skills. GED preparation and educational/vocational counseling is also available.
Eligible Particpants:	Open to the community.
Fee:	None.
Hours of Program:	Monday - Friday, 10:00 a.m. - 4:30 p.m.
How to Enter Program:	Contact Sister Catherine Veronica.

SOUTHWEST HUMAN SERVICE PROJECT
6408 Woodland Avenue
Philadelphia, PA 19142
729-1790
Yvonne M. Downey

Beginning Reading **ABE** **GED** **ESL**

Description:	Program offers classes and individual tutoring. In-home literacy for the homebound/disabled citywide.
Eligible Participants:	Program open to residents of West/Southwest Philadelphia. with the exception of the In-home Literacy.
Fee:	None.
Hours of Program:	Monday - Friday, 10:00 a.m. - 4:00 p.m.
How to Enter Program:	Contact Yvonne M. Downey, 729-1790.

SPECIAL OFFENDERS PROJECT
121 North Broad Street, Suite 509
Philadelphia, PA 19107
686-6353
Peter Solomon

Special Programs

Description:	Cooperative venture between Philadelphia Adult Probation Department and CATCH, Inc. to provide supervision and services to mentally retarded offenders.
Eligible Participants:	Must be already on SOP caseload.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Referred by court employees or city base service units.

SPECIAL PEOPLE IN THE NORTHEST (SPIN)
10980 Norcom Road
Philadelphia, PA 19154
464-4700
Judy Dotsman

Special Program

Description:	Individual and group tutoring assessed to meet the needs of individual clients. Success oriented tasks are featured to elicit high self-esteem as well as improved performance. Child care available at a small fee.
Eligible Participants:	Open to all SPIN clients. In-house program.
Fee:	None.
Hours of Program:	Day and evening available.
How to Enter Program:	In-house referrals only.

STAR HARBOR SENIOR CENTER
4700 Springfield Avenue
Philadelphia, PA 19143
Daryl Kezell

Beginning Reading

Description:	Volunteers offer individual tutoring to help seniors who wish to learn to read or to improve their ability to read.
Eligible Participants:	Anyone 60 years and older.
Fee:	None.
Hours of Program:	Weekdays, 8:30 a.m. - 4:30 p.m.
How to Enter Program:	Become a center participant and request a literacy program.

STINGER SQUARE COMMUNITY SERVICES, INC.
3115 Tasker Street
Philadelphia, PA 19146
336-7611
Lillian Ray, Executive Director

GED

Description:	Stinger Square aims to provide low-income individuals and families with the skills, knowledge and incentives needed to become self-sustaining. GED classes and tutoring are offered along with job bank and referral program, youth activities, and a Latch-Key program.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday-Friday, 9:00a.m.- 5:00p.m.; GED classes flexible hours.
How to Enter Program:	Students should write or visit center.

SULZBERGER JR. HIGH SCHOOL
48th and Fairmount Avenue
Philadelphia, PA 19139
TR8-0436
Helen Karp

Beginning Reading **ABE**

Description:	Center offers literacy instruction with teachers who volunteer their time.
Eligible Particpants:	All adults.
Fee:	None.
Hours of Program:	School hours, 9:00 a.m. - 3:00 p.m.
How to Enter Program:	Call school during school hours.

SWENSON SKILLS CENTER
Red Lion Road and East of Roosevelt Blvd.
Philadelphia, PA 19114
673-1050
Dr. Ruth Horwitz

Beginning Reading **ABE**

Description:	Center offers literacy instruction to individuals needing basic skills in reading and writing.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 3:00 p.m.
How to Enter Program:	Call center for more information.

JOHN H. TAGGART ELEMENTARY SCHOOL
VOLUNTEER CENTER
4th and Porter Streets
Philadelphia, PA 19148
DE4-0991
Jay K. Snyderman

ABE

Description:	The program will be designed to develop general literacy.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	To be determined (school hours).
How to Enter Program:	Students should call contact person at school.

TEMPLE UNIVERSITY
Center for Social Policy and Community Development
Joint Jobs Initiative - Literacy
1500 N. Broad Street, Room 209
Philadelphia, PA 19122
787-7491
Miriam Monges

Beginning Reading **ABE**

Description: The program provides academic remediation for adults who want to enter job/vocational skills training but lack basic literacy skills.

Eligible Participants: The program is open to all adults in need of academic remediation towards job readiness.

Fee: None.

Hours of Program: Monday through Friday, 9:00 a.m. - 5:00 p.m.

How to Enter Program: Contact Ms. Miriam Monges.

TEMPLE UNIVERSITY
Center for Social Policy and Community Development
Neighborhood Adult Basic Education (NABE)
1500 N. Broad Street, Room 208
Philadelphia, PA 19122
787-7491
Shirley Harling-Rines/Archibald Allen, III

Beginning Reading **ABE** **GED-Corrections** **ESL**

Description: The program is designed to provide classes for adults who want to improve their academic skills and/or enter job training but lack high school or GED certification. The GED-Corrections targets ex-offenders.

Eligible Participants: The program is open to all adults in need of academic remediation and/or job readiness preparation.

Fee: None.

Hours of Program: GED-Corrections: 9:00 a.m. - 12:00 p.m., Mon.-Fri.
6:00 p.m. - 9:00 a.m., Mon.-Fri.
Others: 9:00 a.m. - 4:00 p.m., Mon.-Fri.

How to Enter Program: Prospective students should visit Center for testing. Classes are open entry and exit and are offered in 2 cycles yearly.

TEMPLE UNIVERSITY
Centers for Learning in the City (TU-CLIC)
Ritter Hall Annex, Rm. 997
13th & Cecil B. Moore Avenue
Philadelphia, PA 19122
787-5502/1842
Dr. Jenny F. Schultz

1500 N. Broad Street
Room 209
Philadelphia, PA 19121
787-7491
Archibald Allen, III

Beginning Reading **ABE** **GED** **Job Readiness**

Description: Comprehensive program emphasizing reading and writing skills (2 classes per week) and mathematics (1 class per week). Job readiness training is offered (2 classes per week for 7 weeks). Open entry and exit. Counseling available.

Eligible Participants: Students must be low income, 17 years old and above, and on-site certification by the Private Industry Council.

Fee: None.

Hours of Program: Each site is open five days a week, 9:00 a.m. - 4:30 p.m.

How to Enter Program: Call Dr. Schultz or Mr. Allen for more information.

TEMPLE MILE - ADULT SERVICES
1700 N. Broad Street
Philadelphia, PA 19122
787-8835
Dr. Sarah Banks

ABE **GED** **ESL**

Description: This program provides tutorial and remedial services to community residents within one mile of Temple University.

Eligible Participants: Open to all adults.

Fee: None.

Hours of Program: Times vary. Call program.

How to Enter Program: Call or come to office.

TEMPLE UNIVERSITY
Pan-African Studies Community Education Program
Gladfelter Hall, Room 103
12th and Berks Streets
Philadelphia, PA 19122
787-1993
Muriel Feeling, Director
Doris Bridges-Dean, Assistant Director, Administration
Willie Rogers, Assistant Director, Curriculum

ABE **GED** **Special Program** **Continuing Education** **Youth Program**

Description:	The community outreach program sponsored by the African-American Studies Department of Temple University, offering courses in African-American studies, personal development, business-type, arts, fitness, computers and others; conferences and public community events; cultural programs, prison program, and various student support and referral services.
Eligible Participants:	Open.
Fee:	Classes free; $10.00 registration fee.
Hours of Program:	Classes are held 7:00 - 9:00 p.m., Monday-Thursday for 10 weeks in October and February and 6 weeks in May and June. Classes are tuition free.
How to Enter Program:	Register in person in September, January and May.

TEMPLE UNIVERSITY: INTENSIVE ENGLISH LANGUAGE PROGRAM
303 Mitten Hall
Broad and Berks Street
Philadelphia, PA 19122
787-7899
Debra Young

ESL

Description:	Full-time English as a Second Language Program - 6 levels of instruction from beginner to advanced. Classes held 4 days a week; Monday, Tuesday, Thursday, and Friday from 9:00 a.m. to 2:30 p.m. Language laboratory available from 2:30 p.m. to 4:00 p.m.
Eligible Participants:	High school graduates or students of high school age.
Fee:	14 week program: $1,570; 7 week program: $885.
Hours of Program:	Monday, Tuesday, Thursday and Friday, 9:00 a.m. - 2:30 p.m.
How to Enter Program:	Stop in and complete application form.

TEMPLE UNIVERSITY - PROJECT LEIF
Institute on Aging
University Services Building 206
1601 N. Broad Street
Philadelphia, PA 19122
787-6708
Nora Lewis, Coordinator

ESL

Description:	Project LEIF is an intergenerational ESL tutoring program which pairs college-age volunteers with older immigrants and refugees to tutor language and literacy. Program offers small classes in 3 locations, but is primarily a one-on-one tutoring program. Tutors work in students' homes or community learning centers.
Eligible Participants:	Non-English speaking adults 40 and over.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Contact Noral Lewis at 787-3212.

TENTH PRESBYTERIAN CHURCH
17th and Spruce Streets
Philadelphia, PA 19103
735-7688

ESL

Description:	Open to international students and visiting scholars to the area.
Eligible Participants:	International students and visiting scholars.
Fee:	None.
Hours of Program:	Tuesday, 6:30 p.m. - 7:45 p.m. at Houston Hall, 36th and Spruce and Friday, 7:00 p.m. to 8:45 p.m. at Tenth Presbyterian Church.
How to Enter Program:	Call for information.

TINDLEY TEMPLE
750-62 South Broad Street
Philadelphia, PA 19107
735-0442
Mrs. Leola James/Mrs. Dorothy Hall

Beginning Reading **ABE**

Description:	Center offers one-on-one literacy instruction to individuals needing basic skills in reading and writing.
Eligible Particpants:	All adults in community.
Fee:	None.
Hours of Program:	Open.
How to Enter Program:	Contact Mrs. James.

TOLENTINE COMMUNITY CENTER AND DEVELOPMENT CORPORATION
1744 East Passyunk Avenue
Philadelphia, PA 19148
389-0717
Michael A. Ermilio

Beginning Reading **ABE** **GED** **ESL** **Special Programs**

Description:	Center offers classes in ABE, ESL, GED and languages.
Eligible Participants:	Open.
Fee:	None for ABE, ESL and GED (small fee for languages)
Hours of Program:	Call Center.
How to Enter Program:	Continuous enrollment, twelve months of the year.

TRIUMPH BAPTIST CHURCH LITERACY PROGRAM
16th and Wingohocking Streets
Philadelphia, PA 19140
324-8036
Rev. James Hall, Pastor
Ingrid Montgomery, Coordinator

Beginning Reading **ABE** **GED**

Description:	Adult instruction offered in three phases: I. Personal Growth and Development (emphasizing basic literacy through life skills); II. Math and Reading skills; III. GED readiness; and GED courses.
Eligible Participants:	Adults 18 or older.
Fee:	None.
Hours of Program:	Monday and Tuesday, 6:00 - 8:00 p.m.; Saturday, 12:00 - 2:00 p.m.
How to Enter Program:	Contact center.

UNITED CEREBRAL PALSY ASSOCIATION
102 E. Mermaid Lane
Philadelphia, PA 19144
242-4200
Debbie Wolf

Special Programs

Description:	Provides training and/or employment to handicapped adults eighteen years and older. Literacy is provided as support to on-going programs.
Eligible Participants:	Physically handicapped adults.
Fee:	Literacy program is free for clients.
Hours of Program:	8:30 a.m. - 4:30 p.m.
How to Enter Program:	Call the Adult Services Department to set up an interview.

UNITED COMMUNITIES, HOUSTON CENTER
2029 South 8th Street
Philadelphia, PA 19148
467-8700
Thomas Bradley

ESL

Description:	Classes of young adults and senior South East Asians do lesson plans taught by a South East Asian Teacher.
Eligible Participants:	Any South East Asian.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 - 11:00 a.m. - 12:00 noon - 2:30 p.m.
How to Enter Program:	Register at United Communities, Houston Community Center.

UNITED COMMUNITIES OF SOUTHEAST PHILADELPHIA
623 Catharine Street
Philadelphia, PA 19147
627-6545
Karen M. Venturella

GED

Description:	Program aims to encourage people to obtain their high school equivalency diploma, by offering classes as well as individual tutoring.
Eligible Participants:	Anyone 16 or older.
Fee:	None.
Hours of Program:	See below.
How to Enter Program:	Call site or stop in to register.

House of Industry
619 Catharine Street
Philadelphia, PA 19147
627-6545
Monday, 6:30 - 7:30 p.m.

Southwark House
101 Ellsworth Street
Philadelphia, PA 19147
468-1645
Monday, 8:00 - 9:00 p.m.

UNITED POLISH AMERICAN SOCIAL SERVICES
308 Walnut Street
Philadelphia, PA 19106
923-1900
Richard A. Klimek

ESL

Description:	Currently two levels of ESL are being offered, beginners and intermediate. The program is geared for those of a Polish background, addressing cultural differences.
Eligible Participants:	Open.
Fee:	$25.00 per semester.
Hours of Program:	Tuesday: 9:30 a.m. to 12:30 p.m.- Polish American Cultural Center (PACC) 7:00 p.m. to 10:00 p.m. - 308 Walnut Street Friday: 9:30 a.m. to 12:30 p.m. - PACC - 308 Walnut Street 7:00 p.m. to 10:00 p.m.- St. Adalbert's Lower Hall Thompson & Allegheny Avenue
How to Enter Program:	Pre-registration form obtained from main office (address above).

U.S. CHINA PEOPLE'S FRIENDSHIP ASSOCIATION
3701 Chestnut Street
Philadelphia, PA 19104
EV7-0947
647-8542
Emily W. Yuan

ESL

Description:	Agency aims to help visiting scholars and their families cope with the language problems and to adjust to the American way of life.
Eligible Participants:	Visiting scholars and their families.
Fee:	$24.00/12 weeks.
Hours of Program:	Day and evening classes by arrangement.
How to Enter Program:	Phone for appointment.

VETERANS UPWARD BOUND PROGRAM
UNIVERSITY OF PENNSYLVANIA
3933 Walnut Street, T-8
Philadelphia, PA 19104
898-6892
Frederick Whiten

Special Programs

Description:	VUB is a program designed to provide academic and support services to veterans to increase the skills necessary for obtaining a GED and achieving success in education beyond high school. Intensive basic skill development and refresher courses are offered.
Eligible Participants:	Any veteran who has served 180 days of military duty since 1955.
Fee:	None.
Hours of Program:	Monday - Thursday, 5:30 p.m. - 9:30 p.m.
How to Enter Program:	Students must complete application, entrance inventory and interview. Call for more information.

VOLUNTEERS OF AMERICA
2601 N. Broad Street
Philadelphia, PA 19132
226-6400
Melvin Stokes, Client Services Coordinator
John Whitmore, Case Management

ABE

Description:	To have available an avenue for those residents to upgrade the reading, writing, or numeric skills. The process would/will begin at the level the client says and tutors will the nassess the area(s) needing attention. Basic reading, writing and numerics.
Eligible Participants:	All residents are encouraged to participate regardless of educational leve.
Fee:	None.
Hours of Program:	Evening
How to Enter Program:	Please see caseworker and/or client advocate.

WARD AME CHURCH
43rd and Aspen Streets
Philadelphia, PA 19143
726-4186
Rev. Katherin Baker-Rose

ABE

Description:	Program offers individual tutoring to poor readers as well as to adults who would like to obtain their G.E.D.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Thursdays, 11:00 a.m. - 12:00 noon (day), 6:00 p.m. - 7:00 p.m. (evening).
How to Enter Program:	Contact Reverend Rose.

WATTERSON SKILL CENTER
1415 North Broad Street
Philadelphia, PA 19122
236-6655
Albert Tallaferro, Records Coordinator

GED

Description:	Center offers basic instruction to Skill Center students who are working toward the acquisition of a GED.
Eligible Participants:	Students enrolled in Skill Center.
Fee:	None.
Hours of Program:	Monday - Thursday, 12:00 noon - 1:00 p.m.
How to Enter Program:	Skill Center students contact Records Coordinator.

WAYLAND TEMPLE BAPTIST CHURCH
25th and Columbia Avenue
Philadelphia, PA 19121
PO9-0243

Beginning Reading ABE

Description:	The literacy program aims to help adults in the community lacking basic skills. One-on-one tutoring is offered for beginning adult readers.
Eligible Participants:	Community residents.
Fee:	None.
Hours of Program:	Times vary.
How to Enter Program:	Students should call church secretary at number given above.

WEST PHILADELPHIA COMMUNITY CENTER
5901 Baltimore Avenue
Philadelphia, PA 19143
748-0711
Joyce Muse

Beginning Reading **ABE** **GED**

Description:	Adult literacy instruction is available through both classes and individualized tutoring. Programs are available but not limited to adult students in West Philadelphia area.
Eligible Participants:	Adults 17 and over.
Fee:	Donation.
Hours of Program:	Call for information.
How to Enter Program:	Call for information.

WESTMONT
101 West Johnson Street
Philadelphia, PA 19144
Dorothy Freed
844-1900

ABE

Description:	(In-house) Reading/tutoring program for residents of Westmont.
Eligible Participants:	Residents only.
Fee:	None.
Hours of Program:	To be arranged.
How to Enter Program:	To be arranged.

WOMEN AGAINST ABUSE
P.O. Box 12233
Philadelphia, PA 19107
386-1280
Malaika Davis Wright

GED

Description:	Certified teacher provides GED services to women in Agency's shelter.
Eligible Participants:	Women in the Women Against Abuse shelter.
Fee:	None.
Hours of Program:	Scheduled as needed.
How to Enter Program:	In-house program.

WOMEN'S SCHOOL
801 South 48th Street
Philadelphia, PA 19143
727-0830
Ms. E. McFarland

ABE GED

Description:	ABE/GED classes are offered in reading, writing and math each term. The curriculum is built around the needs and concerns of neighborhood women, to enable them to improve their skills in preparation for the GED exam. Minimal cost child care also provided.
Eligible Participants:	Women (priority: low income, minority, West Philadelphia residents.)
Fee:	$5 to $25, depending on ability to pay.
Hours of Program:	Monday and Wednesday, 1:00p.m. - 3:00p.m.; Tuesday and Thursday, 9:30a.m - 11:30 a.m. , 7:30p.m. - 9:30 p.m.
How to Enter Program:	Students should contact school for registration information.

WYNNEFIELD LIBRARY VOLUNTEER PROGRAM
54th and Wynnefield Avenue
Philadelphia, PA 19131
477-5576
Mr. Cal Cizek

Beginning Reading ABE

Description:	Providing free literacy instruction to the community.
Eligible Participants:	Open.
Fee:	None.
Hours:	Monday and Wednesday, 6:00 p.m. - 8:00 p.m.
How to Enter Program:	Phone 477-5576 for Mr. Cizek.

WYOMING AVENUE BAPTIST CHURCH
123 East Wyoming Avenue
Philadelphia, PA 19140
457-4109
Mrs. Florence McGrath

ESL

Description:	Church members will tutor English as a Second Language to community. Child care if necessary.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Friday, 7:00 p.m. - 8:30 p.m.
How to Enter Program:	Call 329-8295 between 9:00 & 11:30 a.m. to register.

YMCA - GREENE STREET
5722 Greene Street
Philadelphia, PA 19144
844-3281
Mrs. Bonnie Hart, Program Director
Helen Andrews, Coordinator

Beginning Reading **ABE** **GED**

Description:	Individual tutoring in Reading, Writing and Math.
Eligible Participants:	Adults ages 18 and up.
Fee:	None.
Hours of Program:	Monday - Friday, 7:00 a.m. - 9:30 p.m. Saturday, 8:00 a.m. - 5:00 p.m. Sunday, 12:00 - 4:00 p.m.
How to Enter Program:	Apply at YMCA - Greene Street.

YMCA CHAPTER TWO READING PROGRAM
1429 Walnut Street
Philadelphia, PA 19102
963-3725
Robert Bell

Beginning Reading **ABE**

Description:	Primarily individual tutoring offered by volunteers. Limited child care available.
Eligible Participants:	Individuals 18 years or older.
Fee:	None.
Hours of Program:	Monday - Friday, 9:00 a.m. - 5:00 p.m.
How to Enter Program:	Open enrollment; students should call their local YMCA.

SITES

Central YMCA
1425 Arch Street
Philadelphia, PA 19102
557-0082
Diane Levy

Columbia North YMCA
1400 N. Broad Street
Philadelphia, PA 19121
235-6440
Greg Green

Roxborough YMCA
Ridge Ave. & Domino Lane
Philadelphia, PA 19128
482-3900
Melissa Rodkin

Christian Street YMCA
1724 Christian Street
Philadelphia, PA 19146
735-5887
Nancy Dent

Northeast YMCA
11088 Knights Road
Philadelphia, PA 19154
632-0100
Ruth Ingraham

West Philadelphia YMCA
5120 Chestnut Street
Philadelphia, PA 19139
476-2700
Lillian Harrisonn

YORUBA EGBE
917 South 23rd Street
Philadelphia, Pa 19146
735-7677
Laura E. Garrett

Beginning Reading **ABE** **GED**

Description:	Yoruba Egbe is a community-based program offering the opportunity for remedial and instruction help in all subjects. Literacy skills are taught through both one-on-one tutoring and small classes.
Eligible Participants:	Open.
Fee:	Sliding scale.
Hours of Program:	Monday - Friday, 4:00 p.m. - 10:00 p.m.
How to Enter Program:	Students should call for information.

YWCA OF GERMANTOWN
COMMUNITY REMEDIAL TRAINING CENTER
5820 Germantown Avenue
Philadelphia, PA 19144
438-5820/438-6266
Debby King, Manager

Special Programs

Description:	Clerical and computer training. Upgrading literacy skills.
Eligible Participants:	Economically disadvantaged or unemployed.
Fee:	None.
Hours of Program:	Weekdays, 9:00 a.m. - 3:30 p.m.
How to Enter Program:	Contact Debby King, Manager.

ZOAR COMMUNITY ADULT READING PROGRAM
1204 Melon Streets Roads
Philadelphia, PA 19123
Rev. Ralph E. Blanks, Pastor
Mrs. Helen Pack, Coordinator

Beginning Reading **ABE** **GED**

Description:	Center offers literacy instruction and GED training to interested individuals in the community.
Eligible Participants:	Open.
Fee:	None.
Hours of Program:	Monday from 6:30 to 7:30.
How to Enter Program:	Call church or come to center on Monday evenings.

APPENDIX 1

TEAR-OUT PAGE

To update a program, or to add a program to this list, please fill out this form and send it to the Mayor's Commission on Literacy in Philadelphia at the address below. (If agency has more than one service location, please attach separate list.)

Name of Organization:_____ Acronym: _____

Street Address: _____

City, State, Zip Code: _____

Contact Person: _____ Telephone: _____

Type of Program:

Beginning Reading (Grade levels 0-4)	____
Adult Basic Education (Grade levels 5-8)	____
General Educational Development (Grade levels 9-12	____
English as a Second Language (ESL)	____
Special Program(s)	____

Description of Program(s): _____

_____

_____

_____

Agency's Aims: _____

_____

Eligible Participants: _____

How to Enter Program: _____

_____

Fee: _____

Days & Hours of Operation (Agency): _____

Classes? _____ Individual Tutoring? _____ Open in Summer? _____

If classes, please give beginning dates & schedules: _____

_____

Client Capacity: Presently served: _____ Maximum: _____

Other Information: _____

_____

_____

MAIL TO:

The Mayor's Commission on Literacy in Philadelphia
City Hall Annex, Room 702
Philadelphia, PA 19107

Reader Development Program
Office of Work with Adults and Young Adults
Free Library of Philadelphia
Logan Square
Philadelphia, Pa. 19103

Funding for this directory was provided by

Donnelley Directory

a company of
The Dun & Bradstreet Corporation

Printing by the

PHILADELPHIA DAILY
NEWS
THE PEOPLE PAPER